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ABSTRACT

This resource guide for marketing education begins with a comments sheet and mission statement. Section II provides information on a "letter of intent" for new programs, new program application assessment process, and revised tools and equipment list. Section III deals with curriculum development. Information is presented on the following: curriculum planning using comprehensive planning guides, curriculum outlines, and tech prep models; instructional program course formats; special conditions; curriculum levels; curriculum framework and suggested topics; curriculum framework and instructional area; and core competencies. Section IV on program improvement consists of a Monitoring Handbook for Restructured Career and Technical Education Programs---Marketing Section that describes the process, provides self-review directions and form, specific subject questions, and monitoring team report form. Section V deals with the following topics related to Distributive Education Clubs of America (DECA): Michigan DECA, what DECA is, chapter development, DECA calendar, DECA telephone numbers, 25 steps to organizing a new chapter, DECA series events competition overview, 10 suggestions for DECA chapter advisors, and sample DECAlogue. Section VI describes organizations and conferences for professional development. Section VII on program marketing is composed of an action brief on public relations planning. Section VIII is a sample articulation agreement. Section IX addresses the role and organization of advisory committees. (YLB)

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MARKETING EDUCATION RESOURCE GUIDE

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11/97 Draft

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Marketing Education Resource Guide

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Marketing Education

Mission Statement

The mission of Marketing Education at prebaccalaureate levels is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Essential to the implementation of this mission are these six fundamental premises:

1. ***The discipline of marketing and the practices and procedures of the marketing industry are the basis of the curriculum.***

2. ***Instruction will stress application to and involvement with businesses and utilize a variety of methods.***

3. ***Programs will deliver a wide range of instruction including foundational skills required for marketing, marketing functions and applications, career competency development, and management and entrepreneurial development.***

4. ***Professional instructional personnel in Marketing Education will have training in marketing, in marketing education, and will possess business experience in the field of marketing.***

5. ***Marketing Education is an integral part of the school with direction coming largely from a business community advisory group.***

6. ***Instruction is competency-based. Emphasis is upon students developing and demonstrating specified occupational competencies using standards of performance comparable to employer expectations.***

Michigan Marketing Educators...
committed to the improvement of marketing.

COMMENTS

We value your ideas. Let us know about additional resources which would be helpful to marketing educators or suggest improvements for this guide.

How do you see this Resource Guide being used?

What information is most pertinent for you? What is least pertinent?

What other information should be included?

Please feel free to attach additional pages/examples or resources.
Turn into registration desk by close of Fall MME Conference or:

Submit to: Valorie Putnam, Michigan Department of Education
Office of Career and Technical Education
P.O. Box 30009
Lansing, Michigan 48909

comments

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

ARTHUR E. ELLIS
Superintendent
of Public Instruction

Office of Career and Technical Education
Box 30009, Lansing, Michigan 48909-7509

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Ex Officio

August 4, 1997

TO: Regional Career and Technical Education Administrators

FROM: Carole A. Stacy, Acting Supervisor
Program Development and Operation Unit

SUBJECT: **"Letter of Intent" for New Programs to Start in 1998-99**

Each year the planning of new career and technical education programs is initiated through a "Letter of Intent" process. This process establishes timelines and procedures for the development of new career and technical education programs. ***Please carefully review the procedures for this year and note the limitations suggested for developing new traditional programs and the changes in procedures for handling totally new vs. restructured existing programs.*** Enclosed are materials that should be shared with local educational agencies in your region. Please copy the following items as necessary:

1) Letter of Intent for a New Wage-Earning Career and Technical Education Program (format)
2) Letter of Intent for a New Life Management Education Program (format)
3) Procedures for Planning New Secondary Career and Technical Education Programs.

All Letters of Intent for new programs will require the use of the enclosed formats. The definition of a "new" program is found at the top of the format sheets. New programs must be followed up with the submission of a VE-4001-C, "Application for New Career and Technical Education Secondary Program," between December 1, 1997 and February 1, 1998.

The Regional CTE Administrator is responsible for establishing the date Letters of Intent must be submitted to their office. Time should be allowed for a meeting(s) of the Regional Planning Committee to review and approve or disapprove program planning for start-up in 1998-99 and submission of a Letter of Intent to OCTE. ***Please screen "Letter of Intent" submissions to make certain only totally new programs are being forwarded.***

Regional CTE Administrators must submit TWO copies of approved Letters of Intent to our office by ***November 3, 1997.*** Please send to:

Diana Bailey, Program Analyst
Program Development and Operation Unit
Office of Career and Technical Education
Michigan Department of Education
Post Office Box 30009
Lansing, Michigan 48909
Phone: (517) 373-8904

enclosures

cc: Career and Technical Education Directors

8/97

CEPD NUMBER_____

DUE: November 3, 1997

LETTER OF INTENT FOR A NEW WAGE-EARNING CAREER AND TECHNICAL EDUCATION PROGRAM

DEFINITION: A NEW PROGRAM is a CIP Code program being proposed by a local education agency which has none of its components state-approved for reimbursement with vocational funds.

INSTRUCTIONS: For each new program that a local education agency is planning to offer during the 1998-99 school year, the following questions must be answered. Be certain to see "Procedures for Planning New Secondary Career and Technical Education Programs" before submitting this form. Please forward three copies of this "Letter of Intent" to your Regional CTE Administrator by the deadline date established in your region. Add any additional comments on the back of this sheet if desired. DUPLICATE AS NECESSARY.

PROGRAM BEING PROPOSED:

CIP CODE: DESCRIPTOR:

FISCAL AGENT: OPERATING DISTRICT:

PROGRAM TYPE:
LOCAL _____
AREA CENTER _____
TRADE ACADEMY _____

CONTACT PERSON: PHONE:

CONTACT PERSON'S SCHOOL/ADDRESS:

1. WHAT IS THE RELATED PLACEMENT FOR THIS PROGRAM? STATE AVERAGE: _____% REGIONAL AVERAGE _____%
   See the current version of X0607 - Follow-Up Survey of Students available from the Regional CTE Administrator.

2. WHAT PROGRAMS CURRENTLY EXIST IN THE CEPD TO MEET THIS NEED? See the current version of X0107 Secondary Funding Report available from the Regional CTE Administrator.

				Number of Programs	Total Current Enrollment
a)	K-12 program(s)	Yes ___	No ___	If yes, _____	_____
b)	Designated area program(s)	Yes ___	No ___	If yes, _____	_____
c)	Postsecondary program(s) located in CEPD (contact the institution)	Yes ___	No ___	If yes, _____	_____
d)	Contracted class-size program(s)	Yes ___	No ___	If yes, _____	_____
e)	Less-than-class-size program(s)	Yes ___	No ___	If yes, _____	_____

3. THE POSSIBILITY OF UTILIZING THE ABOVE PROGRAMS HAS BEEN EXPLORED? Yes _____ No _____

4. HAS A REGION-WIDE PLAN BEEN DEVELOPED FOR DELIVERING THIS CIP PROGRAM? Yes_____ No _____
   If yes, please attach plan to this "Letter of Intent"

The program being proposed has been presented to and approved by the Regional Planning Committee for further planning.

SUPERINTENDENT'S SIGNATURE:_____ DATE:_____

REGIONAL CTE ADMINISTRATOR'S SIGNATURE:_____ DATE:_____

Please forward to:
Diana Bailey, Program Analyst
M.D.E., Office of Career and Technical Education
P.O. Box 30009
Lansing, MI 48909

PROCEDURES FOR PLANNING NEW SECONDARY Career and Technical Education Programs

August 1997

PROCEDURE REMINDER

"Letters of Intent" for wage-earning programs are to be used for totally new programs * and should not be used for programs to be revised/restructured. "Letters of Intent" for new Life Management Education programs are to be used as in past years for any program not currently reimbursed by OCTE. A different procedure is used for districts desiring to restructure existing wage-earning programs to form clusters and/or meet new curriculum guidelines. Please contact your Regional CTE Administrator for details to restructure an existing program(s).

DEFINITIONS FOR WAGE-EARNING PROGRAMS:

1) A "new program" is a CIP Code program being proposed by a local education agency which has none of its components state-approved for reimbursement with Career & Technical Education funds. Please refer to Attachment A for a complete listing of CIP Codes and program names. (*Programs that have not had enrollment for three consecutive years are removed from the data system and require "new program approval" to be added back to the data system.)

2) A "restructured program" is one, or a combination of, CIP Code programs currently approved by OCTE to be modified/revised in accordance with OCTE guidelines for that program.

   A "Career & Technical Education Restructuring Commitment Form" should be used for this procedure and can be obtained from the Regional CTE Administrator. Timelines for new program "Letters of Intent" will not be followed for restructured programs. This procedure will provide flexibility to permit program modifications to occur on a timeline appropriate for each district.

Should a district desire to establish a new cluster program to begin operation in September 1998, and it does not have any of the proposed components currently approved for reimbursement by OCTE, a new "Letter of Intent" should be submitted by November 3, 1997. Letters of Intent are not required for Less-Than-Class-Size Contracted Programs.

NOTE: Local education agencies are not encouraged to develop traditional in-school programs. Priority will be given to new cluster programs. Business/Industry validated skill standards should direct curriculum design. Consideration will be given to approving:

a) Contracted programs.
b) Life Management Education programs.
c) Local planning which reflects unique, innovative ideas in program areas for which no cluster curriculum is being developed.

d) Cluster programs:

Cluster CIP Code	Cluster Descriptor
02.9999	Agriscience & Natural Resources
51.9999	Allied Health Technologies
52.9999	Business Services & Technology
20.0299	Child & Adult Care Services
46.9999	Construction/Building Maintenance
48.0199	Drafting & Design Technology
47.0199	Electro-Mechanical Technology
20.0499	Hospitality & Food Services
08.0708	Marketing Education
48.9999	Manufacturing Technology
43.9999	Public Safety/Protective Services
47.0603	Collision Repair and Refinish Technician
47.0604	Automobile Technician
47.0605	Medium/Heavy Truck Technician
48.0299	Visual Imaging Technology

SUGGESTED DATES:	ACTIVITY:
August 1, 1997	OCTE sends "Letter of Intent" information packet.
No later than October 1	Regional CTE Administrator contacts local administrators to determine new program intentions and provide technical assistance.
Anytime / As Needed	Regional CTE Administrator and/or local administrators contact appropriate OCTE consultant for technical assistance.
Contact Regional CTE Administrator	Regional CTE Administrator establishes a date for submission of "Letters of Intent" for the region in advance of the Regional Planning Committee to "approve/ disapprove for further planning" the "Letters of Intent."
Date Established by Region	Districts submit their "Letters of Intent" to Regional CTE Administrator.
November 3	Regional CTE Administrator submits to OCTE "Letters of Intent" (with attachments if necessary) for programs approved by the Regional Planning Committee for further consideration.

SUGGESTED DATES:	ACTIVITY:
November 30	OCTE consultants review "Letters of Intent" and respond to applicants with a letter either recommending further planning or identifying reasons why program development should not be considered.
By a CEPD-Established Date	Regional Planning Committee meeting conducted to review and approve submission of a new program application (VE-4001-C) with attachments requested by OCTE staff.
December 1, 1997 through February 1, 1998	Application for a New Career and Technical Education Secondary Program (VE-4001-C) with attachments submitted to OCTE by Regional CTE Administrator.
December 1997-March 1, 1998	OCTE staff sends approval or disapproval letters to local administrators and copies to Regional CTE Administrators.
February-October 1998	Program development continues.
August-September 1998	New program begins.

OCTE PROGRAM CONSULTANTS

Agriscience & Natural Resources	Oren L. Christmas	517/335-0394
Allied Health Technologies	Carole Stacy	517/335-0372
Business Services & Technology	Judith Berry	517/335-0376
Child & Adult Care Services	Eva Coffey	517/335-0364
Hospitality & Food Services	M. Valorie Putnam	517/335-0381
Life Management Education	Roxana Hopkins	517/335-0352
Marketing Education	M. Valorie Putnam	517/335-0381
Trade & Industry	Robert Taylor	517/335-0359

REGIONAL CTE ADMINISTRATORS - Please forward all documents to:

Diana Bailey, Program Analyst
Program Development and Operation Unit
Office of Career & Technical Education
Michigan Department of Education
Post Office Box 30009
Lansing, MI 48909 - PHONE: 517/373-8904

June, 1997

Michigan Department of Education
1997-98 Added Cost Factors For
Approved Secondary Vocational Education Programs

The following list, in sequence by program code, contains the added cost factors for all approved secondary vocational education programs. These added cost factors are 40% of state-wide average added costs.

CIP Code	Program Name	1997-98 Added Cost Factors
XX.0000	Coop Coordination Technique	27
XX.XXXX	Less-Than-Class-Size Contracts	124
AGRICULTURE		
01.0201	Agricultural Mechanics	310
01.0401	Agricultural Products and Processing	311
02.9999*	Agriscience and Natural Resources Education	156
MARKETING EDUCATION		
08.0708*	Marketing Education	108
HOME ECONOMICS		
19.0101	Life Management Education	79
20.0299*	Child and Adult Care Services	159
20.0301	Clothing and Textiles Production & Services	268
20.0499*	Hospitality and Food Services	248
20.0501	Commercial Painting/Interior Treatment Serv.	311
20.0601	Building and Home Maintenance & Services	288
TRADE AND INDUSTRIAL EDUCATION		
09.0701	Radio and Television	311
12.0403	Cosmetology	66

CIP Code	Program Name	1997-98 Added Cost Factors
TRADE AND INDUSTRIAL EDUCATION (Con't)		
15.0607	Plastics	160
15.0699	Industrial Production Technologies/ Technicians, Other	311
43.0107	Law Enforcement	207
43.9999*	Public Safety/Protective Services	207
46.0301	Electric and Power Transmission Installer	311
46.9900	Construction Trades	176
46.9999*	Construction/Building Maintenance	176
47.0101	Electrical and Electronics Repair	269
47.0106	Major Appliance Repair	311
47.0199*	Electro-Mechanical Technology	269
47.0201	Heating, Air Conditioning, and Refrigeration	311
47.0399	Industrial Equipment Maintenance & Repair	311
47.0401	Hydraulics & Pneumatics	311
47.0408	Watch Repair	311
47.0603	Collision Repair Technician	199
47.0604	Automobile Technician	179
47.0605	Medium/Heavy Truck Technician	301
47.0606	Small Engine Repair	232
47.0608	Aircraft Mechanics	190
47.0683	Auto Body Repair	199

CIP Code	Program Name	1997-98 Added Cost Factors
TRADE AND INDUSTRIAL EDUCATION (Con't)		
47.0684	Auto Mechanics	179
47.0685	Diesel Engine Mechanics	301
47.0699	Mechanics Cluster	203
47.9999*	Transportation Services and Technology	203
48.0101	Drafting	283
48.0199*	Drafting and Design Technology	283
48.0201	Graphic and Printing Communications	254
48.0299*	Visual Imaging Technology	254
48.0503	Machine Tool Operation/Machine Shop	247
48.0506	Sheet Metal	311
48.0508	Welding, Brazing, and Soldering	238
48.0701	Woodworking and Furniture Making	311
48.9999*	Manufacturing Technology	311
49.0101	Air Transportation	158
49.0306	Marine Mechanics	142
50.0599	Dramatic/Theater Arts & Stagecraft, Other	216
HEALTH		
51.9999*	Allied Health Technology	166
BUSINESS EDUCATION		
52.9999*	Business Services and Technology (BST)	214
52.9999	Core (Course 01)	50

*Cluster Based on Restructuring

Marketing Education

NEW PROGRAM APPLICATION ASSESSMENT

Purpose of this form: This assessment is provided to help you implement your Career and Technical Education Program (CIP Code 08.0708). This checklist is provided to help you verify that required information is submitted in the new program application.

The following required information has been submitted and is complete and correct:	**Yes ✔**	**No ✔**
1. List of Endorsements.		
2. Marketing Education Program Philosophy Statement.		
3. A new program application indicating a minimum full-year Marketing class and course description(s). [2-hour-1-year OR 1-hour-2-year]		
4. A copy of the curriculum outline for each separate course indicated on the application detailing scope and sequence of verified competencies to be taught.		
5. A sample Student Task Achievement Record indicating student mastery of competencies.		
6. A sample certificate to be awarded upon completion of the program.		
7. An equipment list.		
8. A summary of the results of any needs assessment you may do or have done prior to submission of your new program application indicating student interest in a Marketing Education course.		
9. A detailed floor plan of the Marketing Laboratory indicating square footage and special areas such as school store or display cases.*		
10. Plans for articulation with the local community college.		
11. Plans for the establishment of a DECA Chapter.		
12. An Advisory Committee Roster chaired by private industry with a majority of members from the private sector and representing a broad cross-section of Marketing-related businesses. Evidence of Advisory Committee input in the planning process (i.e., meeting minutes, committee recommendations, etc.).		
13. Budgetary provisions for the program.		
14. A copy of the vocational teaching certificate of the instructor (if identified.).**		

*NOTE: Marketing education programs are classified as light to medium laboratories requiring 80-100 square feet per student. Square footage in a marketing laboratory includes classroom, work area, storage, display, and school store space requirements. For additional information regarding educational specifications and store organization, please consult the MCCTE publication entitled The School Store...Making It Work, which is available from the Michigan Center for Career and Technical Education at 800-292-1606.

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**NOTE: All persons teaching a state-approved CTE program are required to be vocationally certified. The Michigan Department of Education publication entitled, "Administrative Manual - Vocational Teacher Certification", provides detailed information concerning vocational certification requirements. This document may be obtained by writing to the Michigan Department of Education, Office of Professional Preparation Certification, P.O. Box 30008, Lansing, Michigan 48909; telephone (517) 373-3310. Questions pertaining to vocational certification should be directed to the above address or telephone number.

For additional information contact:
M. Valorie Putnam
Office of Career and Technical education
Michigan Department of Education
P.O. Box 30009
Lansing, MI 48909
(517) 335-0381
Fax (517) 373-8776
putnamv@state.mi.us

[assess]

Marketing Education Cluster
TOOLS AND EQUIPMENT LIST*
C.I.P. Code 08.0799

NOTE: The minimum quantities recommended do not reflect provisions for reimbursement or funding.

Item Number	Minimum Quantity	Description
1	1-3	Calculator, Printing
2	2	Cash Register, Computerized
3	1	Checkout Stand
4	3	Closed Display Case
5	2	Island Display Case
6	3	Mannequins/Display Forms
7	1-6	Microcomputer (one for every four students)
8	2	Pricing Gun
9	1	Pricing-Marking Machine
10	1-6	Printer
11	1	Projector, Overhead
12	1	Round Display Rack
13	1	Scales, Computerized
14	1	Set of Cleaning Equipment (vacuum, ladder, buckets, mops, brooms, etc.)
15	1	Software
16	1	Storage Cabinet, Locking
17	1	Television Monitor
18	1	Track Lighting Unit
19	1	Video Recorder/Player or Camcorder
20		Laser Printer
21		Color Printer (optional)
22		Scanner (optional)
23		LCD Panel (optional) or other computer screen projection equipment
24		Laptop (optional)

[*revised from Marketing Education Cluster Guide]

Physical Facilities

Marketing education programs are classified as light to medium laboratories requiring 80 to 100 square feet per student. Square footage in a marketing laboratory includes classroom, work area, storage, display and school store space requirements.

tooleqip
11/97 Draft

BEST COPY AVAILABLE

ENDORSEMENTS

The signatures below acknowledge reading, acceptance, and support of this Marketing Education program at _____(name of school)_____.

Marketing Educator	Date
Marketing Educator	Date
Building Principal	Date
Superintendent	Date
Career-Technical Education Director	Date
Advisory Committee Chair	Date
Regional CTE Administrator	Date

Marketing Education

DEVELOPING THE CURRICULUM

I. Obtain a copy of the curriculum model which most closely matches your program.

II. Analyze the units -- do they fit the needs of your students and employers?

III. Analyze the competencies within each unit -- they are in the correct teaching order (lower level to higher level). Do the competencies fit the needs of your students and employers?

IV. Consider other parts of your program -- Co-op, School Store, DECA. Put your units in order of the needs of your program, students, and employers.

V. Create your own curriculum model for your program. Break it down by week and see the following benefits:

- Increased credibility with students, staff, curriculum directors, parents
- Better organization of classes
- More learning and teaching
- Better organized students
- Better marketing program

VI. Locate the resources to support your new curriculum model:

Textbooks -- Marketing Essentials, Marketing Foundations and Functions, MarkED LAP's, etc.

VII. Create assignments, projects, assessment strategies to support your teaching.

VIII. Get to work!!

For additional information about curriculum development contact:

Brenda Clark
Jenison High School
2140 Bauer Road
Jenison, MI 49428
Ph. (616) 667-3376
Fx. (616) 457-8441

Valorie Putnam, Office of Career and Technical Education
Michigan Department of Education
P.O. Box 30009
Lansing, MI 48909-7509
Ph. (517 335-0381
Fx. (517)373-8776

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Marketing Education

MarkED Membership

The Marketing Education Resource Center is a nonprofit 501(c)3 organization dedicated to the discipline of Marketing Education It is a membership organization; each member is an organization, association, or other group of marketing educators.

Mission: The mission of the Marketing Education Resource Center is to support education for and about marketing.

Goals:

1. Curriculum development: To develop, disseminate, and evaluate marketing and marketing-related curricula

2. Professional development: To develop, deliver, and evaluate professional activities for those involved in education related to marketing

An annual program of work is established by a Board of Trustees elected by the membership. The program of work is then managed by a staff based in Columbus, Ohio.

NOTE: Michigan is a Marketing Education Consortium member State. All Michigan Marketing Education programs are entitled to purchase MarkED materials at the member prices.

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Marketing Education

CURRICULUM PLANNING

Comprehensive Planning Guides

Curriculum planning *Guides* provide detailed information to assist with planning for a competency-based curriculum to support the *National Curriculum Framework*. The framework is the basis for most state curricula and DECA competitive events. Special features of most guides:

- Purposes, goals, and philosophies for each program
- Occupationally-specific tasks, where appropriate, are described through terminal and enabling objectives, performance steps, outlines of suggested learning activities, and listing of related instructional materials
- State-of-the-art tasks and concepts
- Outlines that provide a week-by-week sequence of instruction based on the Framework (NOTE: These are essentially the same outlines described below. Do not order both the *Guide* and the *Outline*.)
- Student competency records
- Glossaries of occupationally-specific terms, as appropriate.

Curriculum Outlines

Outlines provide quick, easy help for deciding what to teach -- and when. Each outline identifies competencies and objectives in recommended sequence of instruction. Outlines provide suggested competencies and objectives on a week-by-week basis for a 36-week school year. Each is based on the *National Curriculum Framework*.

Comprehensive Planning Guides

Planning guides are comprehensive, ready-to-use documents intended to assist the local instructor with planning a day-to-day curriculum. These, coupled with LAP modules, can be used to develop detailed curricula and lesson plans -- very quickly and with minimal effort. Each includes appropriate competency lists, instructional objectives and/or other statements of expected performance. Please add shipping and handling charges to prices below.

GENERAL MARKETING
The heart of any solid high school program. Complete and comprehensive. More than 90 general marketing (core) competencies. Includes variety of outlines for varying situations. (860 pages, copyright 1994)

Order GM-CUR-GD
Member Price: $99.00 Non-Member: $119.00
Please add shipping and handling.

FASHION MARKETING
Focuses on jobs in retail settings. Specialized tasks representing cashiering procedures, product knowledge, selling, distribution (warehousing/stock handling, and promotion). Includes four outlines. (520 pages, copyright 1990)

Order AP-CUR-GD
Member Price: $79.00 Non-Member: $89.00
Please add shipping and handling charges.

HOTEL/MOTEL
For use with front-of-the-house jobs such as cashier, front desk agent, reservationist, concierge, and bell attendant. Forty-one specialized tasks representing interpersonal skills, selling, cashiering, reservations, operations, front-office functions, customer service, risk management, communications and career development. Includes eight outlines. (637 pages, copyright 1990)

Order HT-CUR-GD
Member Price: $85.00 Non-Member: $99.00
Please add shipping and handling charges.

EXPLORATION OF TRAVEL AND TOURISM
For developing a one-semester, exploratory course in travel and tourism. Instructional strategies for 25 competencies. Industry segments include lodging, food and beverage, transportation, attractions and even marketing, destination marketing, and travel intermediaries. Identifies related resources for each of the 25 competencies. (235 pages, copyright 1992)

Order EH-CUR-GD
Member Price: $59.00 Non-Member: $69.00
Please add shipping and handling charges.

MARKETING IN ENTREPRENEURSHIP
For developing a one-year advanced marketing program (co-op). Instructional strategies for 56 marketing tasks that are needed by small business owners. Related resources for each of the 56 tasks. (510 pages, copyright 1992)

Order EN-CUR-GD
Member Price: $79.00 Non-Member: $89.00

INTRODUCTION TO MARKETING
Designed to introduce marketing as a career option. Great for encouraging younger students to consider Marketing Education, beginning in the ninth or tenth grade. Developed around 38 competencies, our new intro course examines the marketing functions and related skills, along with those interpersonal skills needed in marketing and most other careers. Guide includes: *Lots of hands-on activities *SCANS cross-references throughout *Instructional management strategies *Career information *Glossary *Competency list. (400+ pages, copyright 1995)

Order IN-CUR-GD
Member Price: $79.00 Non-Member: $89.00
Please add shipping and handling charges.

NOTE: Additional information is available for the Introduction to Marketing Guide. Please request FFFax: 102

Curriculum Outlines

Each outline identifies competencies and objectives in recommended sequence of instruction. Outlines provide suggested competencies and objectives on a week-by-week basis for a 36-week school year. Each is based on the *National Curriculum Framework*. Appropriate outlines are included with the above guides.

Career-Sustaining Level outlines are recommended for basic high school programs. The competency list (and outline) includes entry-level competencies that provide the foundations for the higher, career-level materials. Each outline includes 69 career-level core competencies, plus additional, more-specialized competencies appropriate to the industry. All high school marketing graduates should fully master all of the core competencies at this level.

Marketing Specialist Level outlines are recommended for more advanced high school programs and for lower-level college curricula. These outlines contain career-level competencies, plus an additional 70 specialist-level competencies and specialized competencies appropriate to the industry. The marketing-specialist level outlines prepare students for a significantly higher level of performance in the workplace.

Available Outlines (copyright 1993):

	One year	Two year
General Marketing		
Career-sustaining level, co-op*	CS-OTL-01	CS-OTL-02
Marketing specialist level, co-op*	SP-OTL-01	SP-OTL-02
Accelerated Course, co-op	AC-MKT-01	AC-MKT-02
Accelerated Course, no co-op	AC-MKT-03	AC-MKT-04
Retail Marketing		
Career-sustaining level, co-op*	CS-RET-01	CS-RET-02
Marketing specialist level, co-op*	SP-RET-01	SP-RET-02
Fashion Marketing		
Career-sustaining level, co-op, one hr.	CS-FMT-02	CS-FMT-01
Career-sustaining level, no co-op, one hr.	CS-FMT-04	CS-FMT-03
Hotel/Lodging Marketing		
Career-sustaining level, co-op, one hr.	CS-HTL-02	CS-HTL-01
Career-sustaining level, co-op, two hrs.	CS-HTL-04	CS-HTL-03
Career-sustaining level, no co-op, one hr.	CS-HTL-06	CS-HTL-05
Career-sustaining level, no co-op, two hrs.	CS-HTL-08	CS-HTL-07

*For two-year program, co-op is assumed in second year only.

*One-year assumes no prior marketing instruction.

To order, select the appropriate outline from the list above and use the corresponding catalog number. Member Price: $29.00/each Non-Member: $35.00/each Please add shipping and handling charges.

Tech Prep Models

Competency-based curriculum models for Marketing Technologies programs. Each is based on industry-validated competencies and provides suggested instructional sequence for grades 9-14; course descriptions, sequenced competencies, suggestions for alternative assessment, and recommendations for school-to-work initiatives. In addition, each model provides for articulation with business education and with traditional academics.

Order:

TP-CUR-MM	Marketing/Management Entrepreneurship
TP-CUR-RM	Retail Management
TP-CUR-MI	Marketing-Information Management

Member Price (each): $75.00 Non-Member (each): $125.00
Additional models (same purchase order): $50.00
Please add shipping and handling charges.

Marketing Education Resource Center
1375 King Avenue, P.O. Box 12279
Columbus, Ohio 43212-0279
Phone: (800) 448-0398
Fax: (614) 486-1819

NOTE: Shipping/Handling: $9.50 for any one *Guide* or *Model* and $4.00 for any one *Outline*. If ordering with other materials, please see any MarkED catalog for (reduced) shipping/handling charges.

Curriplan

INSTRUCTIONAL PROGRAMS

Secondary instructional programs in Marketing Education are funded under the title Marketing, CIP Code 08.0700. The following course formats are currently being offered and show sufficient industry demand:

Courses	*Program Description*
01	**Marketing**. An instructional program that prepares individuals to perform marketing and management functions and tasks that can be applied broadly in any marketing environment. Principles, practices, and procedures are taught but without particular identification with a specific kind of business, product, or service. Content addresses the foundations and functions of marketing. The core curriculum at the career sustaining or marketing specialist level is the basis for program instruction. Additional assignments may be made to individual students to allow for specialization. Areas of specialization may include general merchandising, apparel and accessories, food marketing, advertising/display, finance and credit, hotel/motel, restaurant marketing, and other areas.
02	**General Merchandise Retailing**. An instructional program that prepares individuals to apply marketing skills in retail establishments. The core curriculum is taught within the context of retailing, and competencies unique to retailing may be added to make the curriculum specialized. The core curriculum may be taught at either the career sustaining or marketing specialist level.
03	**Sales**. An instructional program that prepares individuals to apply marketing skills in a selling capacity in any industry or to advance to more specialized training. This specialized course should be taught in sequence after a General Marketing course and should be offered at the marketing specialist level.

04 **Apparel and Accessories Marketing**. An instructional program that prepares individuals to perform marketing functions and tasks in retail establishments, wholesale establishments, and manufacturing firms engaged in marketing of

clothing and related articles for personal wear and adornment (shoes and jewelry).

The core curriculum is taught within the context of marketing. Specific competencies unique to apparel and accessories are added to make the curriculum specialized.

The course may also be taught as a specialized course in sequence after a General Marketing course.

05 **Food Marketing**. An instructional program that prepares individuals to perform marketing functions and tasks in retail (convenience, specialty, and supermarket stores) and wholesale establishments that deal with food and beverage products for either home preparation or for use in commercial and institutional settings.

The course may be taught within the context of the core curriculum or as a specialized course in sequence with a General Marketing course.

06 **Vehicle and Petroleum Marketing**. An instructional program that prepares individuals to perform marketing and management functions and tasks in retail or wholesale establishments that deal with petroleum products (cars, vans, trucks, boats, recreational vehicles, tractors, farm implements), as well as related parts, accessories, equipment, and services.

The course may be taught within the context of the core curriculum or as a specialized course in sequence after a General Marketing course.

07 **Financial Services Marketing**. An instructional program that prepares individuals to perform marketing functions and tasks in commercial banks, savings and loan associations, credit agencies, credit unions, consumer finance companies, collection agencies, and credit departments of businesses.

The course may be taught within the context of the core curriculum or as a specialized course in sequence after a General Marketing course.

Hospitality and Tourism Marketing. An instructional program that prepares individuals to perform marketing and management functions and tasks in any business primarily engaged in satisfying the desire of people to make productive or enjoyable use of leisure time. (Current CIP code: 20.0449)

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The hospitality industry includes lodging services and related convention services (hotel/motel) and food and beverage services (waiter/waitress services). Recreation includes products and services related to entertainment, sports, hobbies, and cultural activities.

The course may be taught within the context of the core curriculum or as a specialized course in sequence with a General Marketing course.

09 **Transportation and Travel Marketing (Distribution)**. An instructional program that prepares individuals to perform marketing management functions and tasks in businesses engaged in passenger and freight transportation, travel services, warehousing, and other services incidental to transportation.

The course may be taught within the context of the core curriculum or as a specialized course in sequence with a General Marketing course.

10 **Entrepreneurship - Small Business Management**. An instructional program that describes the management functions, policies, and procedures that are characteristic of small business.

The core curriculum at the marketing supervisor level is the basis for program instruction. Additional assignments may be made to individual students to allow for specialization. This course should be offered after completion of the General Marketing course and taught at the Marketing Specialist level.

11 **Entrepreneurship - Small Business Ownership**. An instructional program that prepares individuals to form and operate small business enterprises (including franchise operations) for the purpose of marketing a product line or service with emphasis given to the risks, social responsibilities, and legal requirements involved in the conduct of a private enterprise.

The core curriculum at the Manager-Entrepreneur level is the basis for program instruction. Additional assignments may be made to individual students to allow for specialization.

NOTE: Other marketing courses may be approved if sufficient student interest and enrollment and industry demand exists.

SPECIAL CONDITIONS

Marketing Education is competency-based and students must be able to demonstrate mastery of specified occupational competencies in an environment that duplicates or simulates the workplace.

Two instructional strategies have been effectively used in Marketing Education: project and cooperative methods.

Project Method involves a series of projects or activities that enables the student to apply and practice competencies after being introduced during classroom instruction. There are two types of project methods:

1. Student-Run School Store is a marketing laboratory that is an actual business operation. Students operate and manage the store which sells merchandise and services to students, faculty, and the general public.

2. DECA (Distributive Education Clubs of America) provides co-curricular projects that simulate marketing business operations. Individual and group projects, competency-based competitive events, and leadership training activities provide students with an opportunity to apply and practice principles and theory learned.

Cooperative Method is a coordinated instructional method combining supervised part-time employment and related marketing program instruction. The current terminology in Michigan refers to **Work-Based Learning**.

The following Work-Based Learning activities may be used to augment career awareness, exploration, and preparation strategies in local districts. The most effective strategies build on progressive experiences linked closely to the school and to student's individual education plans and long-term career interests.

1. **Student Visitor**: Participant visits the worksite to *observe and learn* about a career, work activity, or other aspects of an industry as an observer. Examples include: Field Trip, Job Shadowing , Day on Job, and Work Observation. No work is performed. All interested students are able to participate in job shadowing, day on the job or other work observation activities which enhance their Educational Development Planning (EDP) process.

2. **Volunteer**: Participant *voluntarily* serves unpaid for non-profit public service or humanitarian objectives. Examples include: Service Learning, Community Service, Service

Clubs (4-H, Boy/Girl Scouts), Volunteer Programs (Non- Profit Hospitals and Nursing Homes. Charitable Organizations, Governmental Agencies. As volunteers, students may perform work. and some situations may require work permits which are covered under Youth Employment Standards, Michigan Department of Consumer and Industry Services, Bureau of Safety and Regulation, Wage Hour Division, (517) 322-1825. All interested students are able to serve in a volunteer capacity. Activities support the EDP process as well as contribute to the depth and breadth of a portfolio.

3. **Unpaid Trainee**: Participant is *trained without compensation* at a business/industry worksite. Company permits student to work under direct supervision to gain exposure to a particular occupation. Emphasis is on documented education and training. Six criteria of a trainee must continually be met. Examples include: Contracted Instruction (1. Less-than-Class Size, 2. Individualized Vocational Training-Special Education), Unpaid Work Experience, Exploratory Experience, Unpaid Trainee. All interested students are able to participate in acceptable unpaid trainee experiences of appropriate duration and intensity with a direct correlation to the EDP. Results in portfolio enhancement.

4. **Student/Learner**: Participant is enrolled in a *course of study and training* program under a recognized state or local educational authority or private school. Examples include: Cooperative Education, Work Study (Special Education), Paid Work Experience. All interested students are able to participate in cooperative learning/employment opportunities and participation shows a direct relationship to EDP's and results in significant portfolio enhancement.

5. **Apprentice**: Participant is employed in an occupation recognized as an apprenticeable trade and is *registered by the Bureau of Apprenticeship and Training* in accordance with the standards established by the Bureau. Example is a Bureau of Apprenticeship and Training (BAT) Registered Apprenticeship. In Michigan all Apprentices must be registered with the BAT. All interested/qualified students are able choose from a variety of apprenticeable occupations. Direct correlation to EDP. Results in articulation to postsecondary program/training, BAT registration and credentialing.

6. **In-District Placements**: Participant is placed within the District in a setting supervised by a teacher/coordinator which allows them to explore and learn about this occupationally related placement. Purpose of placement is *education*. Curriculum and goals are established and evaluations are performed. Students must meet six criteria of a trainee at all times. Examples of placement learning sites include school offices, classrooms, and labs. All interested students are able to participate in a quality In-District placement congruent with their EDP and experience results in portfolio augmentation.

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Marketing Education

CURRICULUM LEVELS

Based on an analysis of the discipline of marketing, the National Curriculum Committee has identified the following five "levels" for use in curriculum planning.

Entry-Level marketing occupations involve standard or routine activities with limited need for decision-making skills. These jobs may be obtained by individuals with no previous marketing education, experience, or commitment to a marketing career. Competencies required to secure and hold such a job address good personal appearance, general business behavior, and basic skills such as math and communications. Examples include: bagger, counterperson, clerk, driver, attendant, or order-taker.

Career-Sustaining Level marketing occupations involve performing more complex duties, using routine decision-making skills, and limited control of one's own working environment. Individuals in a career-sustaining level job should have a basic understanding of the marketing concept and its foundations and have indicated an initial interest in marketing as a potential career. Examples include: salesperson, reservationist, wait-person, customer service representative, or stockperson.

Marketing Specialist Level involves frequent use of decision-making and leadership skills. Jobs at this level require mastery of marketing skills across functions or extensive technical knowledge/skill in one function (e.g., selling or advertising). Individuals at the marketing specialist level need to have a thorough understanding of the marketing concept and its functions. Examples include: professional salesperson, copywriter, buyer, or manufacturer's representative.

Marketing Supervisor Level involves a high level of competence in decision making and leadership. Individuals in this role are responsible for planning, coordination, and supervising people and/or marketing-related activities. Examples include: department manager, supervisor, shift manager, buyer, convention manager, or sales manager.

Manager/Entrepreneur Level implies competence in a variety of tasks related to owning one's own business or managing a department within an organization. Individuals at this level are fully responsible for the success or failure of a unit within an organization or of a small-business enterprise. A comprehensive understanding of marketing and management competencies is required to function in this role. Examples include: merchandise manager, marketing manager, store manager, or owner.

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Marketing Education

CURRICULUM FRAMEWORK AND SUGGESTED TOPICS*

Foundations for Marketing

Economic Foundations of Marketing
Basic economic principles and concepts of free-enterprise and free-market economies that are fundamental to an understanding of marketing activities. Topics include: 1) basic concepts, 2) economic system, 3) cost-profit relationships, 4) international concepts (of trade and interdependency), and 5) economic trends and indicators.

Human Resource Foundations
Basic skills and understandings, critical to success in many occupations, that may be viewed as pre- or co-requisites for the study of marketing in a vocational context. Topics include: 1) mathematics, 2) communications, 3) self-understanding, 4) interpersonal skills, 5) career development, and 6) human resource management.

Marketing and Business Fundamentals
Basic skills and understanding of the marketing concept, and the business environment and management systems within which it is implemented. Topics include: 1) functions of business, 2) ownership structures, 3) marketing functions and concepts, 4) channels, 5) management functions, 6) budgeting considerations, 7) business operations, and 8) specialized applications of business operations.

Marketing Functions and Applications

Distribution
Activities associated with the physical movement or transfer of ownership of a product or service from producer to consumer. Topics include: 1) components of the distribution decision, 2) nature of channels and channel members, 3) controlling distribution and coordinating channel relationships, 4) wholesale, retail, and specialist business activities and functions, 5) inventory management and control 6) transportation, 7) bulk packaging, 8) storing, 9) receiving processes, and 10) management of the distribution function.

Financing
Determining the need for and availability of financial resources to facilitate marketing activities. Topics include: 1) budgeting for financial needs, 2) sources of capital, 3) obtaining business credit, 4) extending credit to consumers and other organizations, and 5) management of financing activities.

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*Foundations and functions are in alphabetical order which does not imply instructional sequence. Suggested topics are randomly sequenced; no effort has been made to level topics in terms of scope, depth, or similar variables. Topics are provided only as an indication of the nature of competencies to be developed within each area. 11/97 Draft

Marketing Information Management
Procedures and methods for the continuous gathering, analyzing, and disseminating of information to facilitate marketing decisions. Topics include: 1) need for and uses of a marketing-information system (MKIS), 2) use of the scientific method in problem-solving, 3) forecasting, 4) conducting research (primary and secondary), 5) analyzing and reporting research, 6) using appropriate technology, and 7) management of the marketing-information system.

Pricing
Determining an exchange price at which buyer and seller perceive optimum value for the good or service. Topics include: 1) pricing objectives, strategies, and techniques, 2) external pricing considerations, 3) determining selling prices, 4) adjusting selling prices, 5) implications of credit on price, and 6) management of the selling function.

Product/Service Planning
The process of developing the product or service mix in response to market opportunities. Topics include: 1) market opportunity analysis, 2) new product/service planning, 3) components of the product/service mix, 4) quality assurance, grades and standards, warranties and guarantees, 5) product/service positioning and image, 6) product/service performance evaluation, and 7) management of the product/service planning function.

Promotion
Communicating information about products, services, images, and/or ideas to influence purchase behavior. Topics include: 1) the communication process, 2) promotional mix, 3) public relationships, 4) promotional planning, and 5) management of the promotion function.

Purchasing
Planning and procedures necessary to obtain goods and services for use in the business or for resale. Topics include: 1) determining purchase needs, 2) identifying sources, 3) purchasing activities, and 4) management of the purchasing function.

Risk Management
Managing marketing activities to optimize the relationships of potential loss to gain. Topics include: 1) pure and speculative risk, 2) controllable and uncontrollable factors, 3) insurable and non-insurable risks, 4) security and safety considerations, and 5) management of the variables associated with risk.

Selling
Responding to consumer needs and wants through planned, personalized communications in order to influence purchase decisions and ensure satisfaction. Topics include: 1) understanding customers/clients, 2) processes and techniques of selling, 3) time and activity planning, 4) knowledge of product and service, 5) supporting activities, and 6) management of the selling function.

Marketing Education

CURRICULUM FRAMEWORK AND INSTRUCTIONAL AREA

Framework*	Corresponding Instructional** Areas (units)
Economic Foundations of Marketing	(EC) Economics
Marketing & Business Foundations of Marketing	(MB) Marketing and Business Fundamentals (MN) Management & Supervision (OP) Operations
Human Resource Foundations of Marketing	(CO) Communications (HR) Human Relations (CD) Career Development (MN) Management & Supervision (MA) Mathematics
Distribution	(DS) Distribution
Financing	(FI) Financing
Marketing-Information Management	(IM) Marketing-Information Management
Pricing	(PI) Pricing
Product/Service Planning	(PP) Product/Service Planning
Promotion	(PR) Promotion
Purchasing	(PU) Purchasing
Risk Management	(RM) Risk Management
Selling	(SE) Selling

*Developed by the National Curriculum Committee of the National Council for Marketing Education

**Adopted for use by the Marketing Education Resource Center

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Marketing Education

CORE COMPETENCIES

How Marketing Education Competencies Relate to the Core Curriculum

The National Committee on Marketing Education identified the need to establish a marketing curriculum framework. The outcome was the development of the two-part curriculum framework of:

1. Foundations for Marketing
2. Functions of Marketing

The marketing education curriculum framework recognizes three broad instructional areas in its foundations segment:

1. Economic Foundations of Marketing
2. Human Resource Foundations
3. Marketing and Business Foundations

Specific core competencies, identified by level, are used to define learning outcomes for each fondational area within the framework. The list of competencies organized according to the framework becomes the foundation's element of the core curriculum. The core curriculum is defined as a series of competencies (skills, knowledge and attitudes) essential to all marketing education curricula, regardless of the setting. In essence, the core competencies provide the base line for marketing instruction.

In addition to the core competencies, students identify their own occupational area, i.e., apparel and accessories, food marketing, etc. The instructor will then provide the learner with a list of competencies needed to master the selected occupation. Each occupation includes the required core competencies and specialized competencies for that particular job title. After the appropriate competency list is identified, suitable instructional materials can be obtained which directly addresses individual student needs, also thereby addressing industry needs.

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Form 1—CORE COMPETENCIES—MARKETING SPECIALIST LEVEL

Instructions:

1. In the columns provided, list the marketing courses which are taught in your program.
2. Beside each competency, place a check under the course or courses in which it is taught.

Core Competencies:	Marketing Courses Offered				
Economic Foundations: Basic Concepts					
Explain the concept of economic goods and services (EC:002, EC LAP 10)					
Explain the concept of economic resources (EC:003, EC LAP 14)					
Explain the concept of economics and economic activities (EC:001, EC LAP 6)					
Explain the concept of utility (EC:004, EC LAP 13)					
Explain the concept of supply and demand (EC:005, EC LAP 11)					
Explain the concept of price (EC:006, EC LAP 12)					
Economic Foundations: Economic Systems					
Explain the types of economic systems (EC:007, EC LAP 17)					
Explain the relationship between government and business (EC:008, EC LAP 16)					
Explain the concept of private enterprise (EC:009, EC LAP 15)					
Explain the concept of profit (EC:010, EC LAP 2)					
Explain the concept of risk (EC:011, EC LAP 3)					
Explain the concept of competition (EC:012, EC LAP 8)					
Economic Foundations: Cost-Profit Relationships					
Explain the concept of productivity (EC:013, EC LAP 18)					
*Explain the concept of specialization/division of labor (EC:014, EC LAP 7)					
*Explain the concept of organized labor and business (EC:015, EC LAP 5)					
Economic Foundations: Economic Indicators/Trends					
*Explain the concept of gross national product (EC:017, EC LAP 1)					
*Explain the concept of business cycles (EC:018, EC LAP 9)					

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*Denotes specialist-level competency.
**Scheduled for release during 1995-1996 school year.

Form 1 *continued*

Core Competencies:	Marketing Courses Offered				
Economic Foundations: International Concepts					
*Explain the nature of international trade (EC:016, EC LAP 4)					
Human Resource Foundations: Mathematics: Basic Skills					
Solve addition problems (MA:097, MA LAP 41)					
Solve subtraction problems (MA:098, MA LAP 41)					
Solve multiplication problems (MA:099, MA LAP 42)					
Solve division problems (MA:100, MA LAP 42)					
Solve mathematical problems involving fractions (MA:101, MA LAP 43)					
Solve mathematical problems involving percentages (MA:377, MA LAP 43)					
Read charts and graphs (MA:113, MA LAP 51)					
*Solve first-degree algebraic equations (MA:103, MA LAP 44)					
Human Resource Foundations: Mathematics: Cashiering Procedures					
Make change (MA:386, MA LAP 50)					
Calculate tax, discounts, and miscellaneous charges for purchases (MA:089, MA LAP 52)					
Human Resource Foundations: Mathematics: Financial Measures					
*Calculate net sales (MA:349)					
Human Resource Foundations: Communications Skills					
Explain the nature of effective communications (CO:015)					
Use proper grammar and vocabulary (CO:004)					
Explain the nature of effective verbal communications (CO:147)					
Address people properly (CO:005)					
Handle telephone calls in a businesslike manner (CO:114)					
Explain the nature of written communications (CO:016)					
*Write business letters (CO:133)					
*Prepare simple written reports (CO:094)					

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Form 1 *continued*

Core Competencies:	Marketing Courses Offered				
Human Resource Foundations: Staff					
Follow directions (CO:119)					
Explain the nature of staff communication (CO:014)					
Explain the use of inter-departmental/company communications (CO:011)					
Human Resource Foundations: Self-Understanding					
Develop personality traits important to business (HR:286, HR LAP 10)					
Maintain appropriate personal appearance (HR:263, HR LAP 13)					
Maintain positive attitude (HR:274, HR LAP 11)					
Demonstrate interest and enthusiasm (HR:303, HR LAP 20)					
Demonstrate responsible behavior (HR:022, HR LAP 5)					
Demonstrate honesty and integrity (HR:312, HR LAP 19)					
Demonstrate orderly and systematic behavior (HR:267, HR LAP 4)					
Demonstrate initiative (HR:317, HR LAP 14)					
Demonstrate self-control (HR:294, HR LAP 18)					
*Demonstrate appropriate creativity (HR:296, HR LAP 15)					
Human Resource Foundations: Self-Development					
Explain the concept of self-understanding (HR:302, HR LAP 2)					
Explain the concept of self-esteem (HR:023, HR LAP 12)					
Use feedback for personal growth (HR:295, HR LAP 3)					
Adjust to change (HR:301, HR LAP 8)					
Set personal goals (HR:014, HR LAPs 6, 7)					
*Use time-management principles (HR:044, HR LAP 22)					
Human Resource Foundations: Interpersonal Skills					
Treat others fairly at work (HR:047, HR LAP 24)					
Foster positive working relationships (HR:269, HR LAPs 1, 9)					
Explain the nature of positive customer/client relations (HR:035)					
Handle customer inquiries (HR:004)					
Direct customer/client to other locations (HR:031)					
Show empathy for others (HR:028, HR LAP 17)					
Use appropriate assertiveness (HR:021, HR LAP 16)					
Handle difficult customers (HR:045, HR LAP 21)					
Interpret business policies to customers/clients (HR:030, HR LAP 25)					
Handle customer/client complaints (HR:046, HR LAP 23)					

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*Denotes specialist-level competency.
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Form 1 *continued*

Core Competencies:	Marketing Courses Offered					
Human Resource Foundations: Professional Development						
*Explain the use of trade journals/penodicals (CD:001)						
*Explain the role of professional/trade organizations (CD:002, CD LAP 1)						
*Explain the nature of trade shows (CD:004)						
Human Resource Foundations: Management						
Orient new employees (MN:078)						
Marketing and Business Fundamentals: Business Concepts						
Explain the nature of business activities (MB:001)						
Explain marketing and its importance (MB:003, MB LAP 1)						
Explain the concept of management (MB:002, MB LAP 8)						
Explain the concept of production (MB:004)						
Explain the concept of accounting (MB:005, MB LAP 9)						
Explain the concept of administration (MB:006)						
Explain the relationship between business and society (MB:008, MB LAP 6)						
Explain the types of business ownership (MB:007, MB LAP 7)						
Marketing and Business Fundamentals: Marketing Concepts						
Explain marketing functions and related activities (MB:009, MB LAP 2)						
Explain the concept of marketing strategies (MB:011, MB LAP 4)						
Explain the concept of market and market identification (MB:012, MB LAP 5)						
Explain the nature of channels of distribution (MB:013, MB LAP 3)						
Marketing and Business Fundamentals: Management Concepts						
*Explain the nature of overhead/operating costs (MN:081)						
*Explain employee's role in expense control (MN:016)						

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*Denotes specialist-level competency.
**Scheduled for release during 1995-1996 school year.

Form 1 *continued*

Core Competencies:	Marketing Courses Offered				
Marketing and Business Fundamentals: Operational Concepts					
Explain the nature and scope of operations (OP:131)					
Handle company equipment properly (OP:696)					
Operate calculator (OP:133)					
Explain functions of business maintenance (OP:614)					
Distribution: Physical Distribution					
Explain the nature and scope of distribution (DS:001, DS LAP 1)					
Explain the receiving process (DS:004, DS LAP 5)					
Maintain inventory levels (DS:023)					
Complete inventory counts (DS:025, DS LAP 6)					
Explain the nature of inventory control systems (DS:019, DS LAP 2)					
*Explain types of unit inventory control systems (DS:022, DS LAP 3)					
*Calculate inventory shrinkage (DS:026, DS LAP 4)					
*Maintain unit inventory control systems (DS:027)					
Financing: Credit					
Explain the nature and scope of financing (FI:001)					
Explain the purposes and importance of credit (FI:002, FI LAP 2)					
Facilitate completion of credit applications (FI:003)					
*Facilitate completion of business credit applications (FI:004)					
Marketing-Information Management					
*Explain the nature and scope of marketing-information management (IM:001, IM LAP 2)					
*Explain the nature of marketing research (IM:010, IM LAP 5**)					
*Describe sources of secondary data (IM:011, IM LAP 6**)					
*Explain the nature of sales forecasts (IM:003, IM LAP 3)					
*Explain the nature of demand analysis (IM:002)					
Pricing					
*Explain the nature and scope of pricing (PI:001, PI LAP 2)					
*Explain factors affecting selling price (PI:002, PI LAP 3)					
*Explain the psychological effects of pricing (PI:005, PI LAP 1)					
*Calculate break-even point (PI:006)					

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*Denotes specialist-level competency.
**Scheduled for release during 1995-1996 school year.

Form 1 *continued*

Core Competencies:	Marketing Courses Offered				
Product/Service Planning					
*Explain the nature and scope of product/service planning (PP:001, PP LAP 5)					
Explain applicable grades and standards (PP:019)					
Explain warranties and guarantees (PP:020, PP LAP 4)					
*Explain the nature of branding (PP:021, PP LAP 6)					
*Explain consumer protection provisions of appropriate agencies (PP:017, PP LAP 7)					
*Explain the concept of product mix (PP:003, PP LAP 3)					
Promotion: Nature and Scope					
Explain the role of promotion (PR:001, PR LAP 2)					
Explain the types of promotion (PR:002, PR LAP 4)					
*Explain the concept of promotional mix (PR:003, PR LAP 1)					
Promotion: Advertising					
*Explain the types of media (PR:007, PR LAP 3)					
*Calculate media costs (PR:009, PR LAP 6)					
*Select promotional media (PR:010, PR LAP 5)					
*Explain parts of a print advertisement (PR:014, PR LAP 7)					
*Prepare (print) advertising copy (PR:016, PR LAP 9)					
*Check advertising proofs (PR:021)					
Promotion: Sales Promotion					
*Obtain publicity (PR:055, PR LAP 8)					
*Explain the nature of company participation in community activities (PR:056)					
*Write a news release (PR:057, PR LAP 10)					
Promotion: Management					
*Explain the nature of a promotional plan (PR:073)					
*Select products to promote (PR:074)					
*Use past advertisements to aid in promotional planning (PR:075)					
*Coordinate promotional activities (PR:076)					
*Coordinate promotional and selling activities (PR:078)					

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*Denotes specialist-level competency.
**Scheduled for release during 1995-1996 school year.

Form 1 *continued*

Core Competencies:	Marketing Courses Offered				
Purchasing					
*Explain the nature and scope of purchasing (PU:001, PU LAP 1)					
*Explain company buying/purchasing policies (PU:002)					
*Explain the nature of the buying process (PU:003)					
*Analyze/Select appropriate products (PU:012)					
*Calculate merchandising-related discounts (PU:013, PU LAP 3)					
*Determine final cost of product to company (PU:014)					
*Order merchandise (PU:015)					
*Schedule regular product deliveries (PU:016)					
Risk Management					
Explain types of business risk (RM:001)					
Explain routine security precautions (RM:003, RM LAP 4)					
Follow safety precautions (RM:010, RM LAP 2)					
Explain procedures for handling accidents (RM:012, RM LAP 3)					
Selling: Nature and Scope					
Explain the purpose and importance of selling (SE:017, SE LAP 117)					
Explain company selling policies (SE:932, SE LAP 121)					
Selling: Understanding Customers/Clients					
*Address needs of individual personalities (SE:810, SE LAP 112)					
*Use buying motives as basis of sales presentation (SE:883, SE LAPs 102, 109)					
*Facilitate customer buying decisions (SE:811, SE LAP 108)					
*Explain key factors in building a clientele (SE:828, SE LAP 115)					
Selling: Process and Techniques					
Explain the selling process (SE:048, SE LAP 126)					
Open the sales presentation (SE:869)					
Question for information (SE:024, SE LAP 114)					
*Probe for information (SE:042, SE LAP 120)					
Suggest product substitutions (SE:871, SE LAP 111)					
Demonstrate product (SE:893, SE LAP 103)					
Demonstrate feature/benefit selling (SE:873, SE LAP 113)					
*Handle customer/client objections (SE:874, SE LAP 100)					
*Close the sale (SE:895, SE LAP 107)					

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Form 1 *continued*

Marketing Courses Offered

Core Competencies:					
*Demonstrate suggestion selling (SE:875, SE LAP 110)					
*Negotiate selling contract (SE:060)					
*Sell good/service/idea to individuals (SE:046)					
*Explain follow-up techniques (SE:057, SE LAP 119)					
*Maintain customer cards (SE:001, SE LAP 116)					
Selling: Product Knowledge					
Obtain product information from sources on/with the item (SE:011, SE LAP 104)					
Obtain selling information from company promotional material (SE:012)					
*Explain services and terms being advertised by competitors (SE:052)					
Obtain product information from appropriate individuals (SE:010)					
*Obtain product information from appropriate individuals (management) (SE:045)					
Selling: Support Activities					
Process telephone orders (SE:835)					
Selling: Management of Selling Activities					
*Explain sales quotas (SE:864, SE LAP 118)					
*Prepare sales reports (SE:056)					

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MONITORING HANDBOOK FOR RESTRUCTURED CAREER & TECHNICAL EDUCATION PROGRAMS

Michigan Department of Education

Office of Career and Technical Education

Post Office Box 30009

Lansing, Michigan 48909

August 1997

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MONITORING HANDBOOK FOR RESTRUCTURED CAREER & TECHNICAL EDUCATION PROGRAMS

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MONITORING HANDBOOK FOR RESTRUCTURED CAREER & TECHNICAL EDUCATION PROGRAMS

Overview

The monitoring of restructured career and technical education programs is a process of reviewing and evaluating where the restructured program is in its development. This process is an opportunity for educators and advisory committee members to determine what has been accomplished and what still needs to be done to move closer to the standards and goals as set forth in their Action Plan for Local Use. (*See Handbook to Assist Educators Restructure Vocational-Technical Education Programs.*)

The monitoring process is a two-step process:

1. Self-Review. The first step is for the Career Education teachers, staff, administration, and advisory committee to complete a Self-Review using the format included in this Monitoring Handbook. The format includes questions that require numerical answers as well as narrative answers. This Monitoring Handbook self-review is an opportunity for the local program personnel to indicate where they are in relation to where they should or want to be.

2. On-Site Visitation. Using the Self-Review as a basis, the second step is for a monitoring team to be formed for the purpose of an on-site visit to the program. During this on-site visitation, the monitoring team will have as its objective to verify parts of the self-review, to determine the extent to which standards and goals have been met, and to make suggestions for program improvement.

Not all programs will be visited as they complete their two years or more in operation. From those programs eligible for monitoring self-review and on-site visits, programs will be selected and notified that they will be visited. Specific steps for the process are on the following pages along with specific directions for the Self-Review and the on-site monitoring visit.

The intent of this monitoring process is to identify the status of progress as indicated in the Action Plan Summary. In addition, programs will be monitored to identify the status of progress for selected areas of state and federal compliance. This process is for improvement, planning, and technical assistance purposes. If a program needs upgrading, the state consultant will write a corrective action report identifying what needs improvement and a deadline for the improvement (s).

MONITORING PROCESS

1. Schools that have received notice that they will have an on-site review during the current year will submit the Self-Review to the Office of Career & Technical Education.

2. Educators, administrators, students, former students, and program advisory committee members will complete the Self-Review after reviewing the Action Plan submitted to the Michigan Department of Education for the restructured program.

3. The Self-Review with supporting documentation are to be sent to Mrs. Pamela Hodges, Secretary, Planning Evaluation and Finance Unit, Office of Career and Technical Education, Post Office Box 30009, Lansing, MI 48909-7509.

4. A monitoring team will be selected by the program consultant with help as needed, and the team will be notified, indicating who is the chairperson and the names, addresses, and phone numbers of all who are on the team. Teams for each program will consist of two persons. The State consultants may also serve on the team.

5. Copies of the Self-Review, Prioritized Strategies from the Action Plan and X0108, Student Enrollment, will be sent to Monitoring Team members by the program consultant.

6. The Monitoring Team Chairperson will determine the visitation date. The Office of Career & Technical Education will notify the school and team members, in writing, of the date of the on-site visit. The Monitoring Team Chairperson will notify Mrs. Pamela Hodges, Secretary, Planning, Evaluation & Finance Unit, OCTE, of these dates.

7. The Monitoring Team will visit the program site, generally for one but sometimes two days. During the on-site visit, the team will verify the information on the self-review and evaluate the program in its progress toward meeting the state standards and goals for the program. **During the visit, program staff should provide three copies of course descriptions, promotional materials, student/parent handbook and any other supporting documents for the Team's review.**

9. An introductory interview with the school administrator(s) will be conducted. An exit interview with the administrator(s) and instructors will be held by the Monitoring Team.

10. The Monitoring Team Chairperson will compose the Monitoring Team report with help from the Team member(s) and send the report and completed Disbursement Vouchers to Mrs. Pamela Hodges, Secretary, Planning, Evaluation & Finance Unit, OCTE, within 30 days.

11. The program consultant will send a summary with recommendations to the district.

SELF-REVIEW

DIRECTIONS

1. Make several copies of the forms/questions of the Self-Review in this Handbook to be used as working copies.
2. Answer the questions on the Self-Review form. If you need more room for your answers, please attach sheets. If you have additional information that would help to explain the answers given, please add that information on an attached sheet.
3. Make additional comments regarding concerns or feelings about the program change since restructuring to help those who read the Self-Review and to help the Monitoring Team.
4. Answer the questions on the page(s) for your specific program area.
5. During the on-site visit, provide three copies of the following documentation to the Monitoring Team: course descriptions, promotional materials, student/parent handbook and other supporting documents.

RESTRUCTURED CAREER & TECHNICAL EDUCATION PROGRAMS

Self-Review of _____ CIP CODE _____
School District _____ CEPD # _____
School Building _____ Address _____
City _____ State _____ ZIP Code _____
Date Program Restructured: Month _____ Year _____
Date Self-Review was completed: Month _____ Year _____
Teacher(s) Completing Self-Review & Best Time to Call _____
_____
Contact Person & Title _____ Phone (____) _____
FAX # (____) _____ e-mail address _____
Home Phone (in case of emergency) (____) _____

Teachers and other staff working in this Program.

(Name)	(Job Title)	(Program Component)	(Type of Voc. Certification/ Educ'l Background)

Career & Technical Education Director's Signature _____
Principal's Signature _____
Advisory Committee Member's Signature _____
Teacher(s) Signature(s) _____

Self-Review:

1. Attach the prioritized strategies sheet from your Action Plan and indicate on that sheet whether the item is complete or incomplete. If incomplete, what has been done and what is being done to meet the prioritized strategy?

2. Are there additional standards of quality, as stated in the cluster guide, that are not being met?

3. List the types of technology available to your students in your program.

4. Have you met the equipment goals in your Action Plan? Yes _____ No _____
   Do you have equipment needs that are not being met? (Please list)

5. List evidence that you have that your program is successful.

6. What improvements/changes did you make in your program that are different from those in your Action Plan? Why?

7. Are there improvements/changes you plan to make in your program that are different from those in your Action Plan and/or present program? Why?

8. List student enrollment totals by section.

9. Do your students receive credit/credit waiver (e.g. Math, Science) towards graduation requirements in another subject area?
No ____ Yes___ (specify)_____

10. How many students are currently dually enrolled? _____

11. How many students from last year received college credit for your class(es) through an articulation agreement? _____

12. a. Approximately what number and percentage of students from last year completed your program and are continuing their education in a related program at the college. _____

b. Approximately what number and percentage of students from last year completed your program and are employed in a related occupation. _____

13. Do your students participate in a paid or unpaid work-based learning related to the program? Yes _____ No _____

14. What is your budget amount for the current year (excluding staff salary and benefits)?
_____

15. How has the restructured program affected your students' career path opportunities?

16. Describe your program's enrollment trends (sex equity, diversity, increase/decrease, post-secondary education, etc.)

17. a. Describe the program teacher's involvement in the school or district committees (tech-prep, articulation, school-to-work, school improvement, other departments—i.e. science, math, English, etc.)

b. List each program staff member's (by name) current and previous two years professional development activities and professional organization membership involvement.

18. a. How are you delivering your program? (i.e., number of minutes per week in program, number of weeks for approved program, career path, block schedule, extended year/day, length of extended program)

b. What effect does this delivery have on your program?

19. Describe your student leadership and/or organization activities and their relationship to the curriculum.

20. Is your student organization integrated into the class or is it extra curricular?

_____

(Insert name of VSO)

21. What barriers do you have that are hindering the implementation or completion of the restructured curriculum?

22. Have student career goals changed since restructuring? Yes _____ No _____
If so, how have they changed?

23. List work sites that are being used for work-based learning activities, i.e., internships, work experience, co-op, etc.

24. a. Has restructuring changed the number of special population students enrolled in your program? If so, how?

b. What support strategies are utilized to assist special populations students enrolled in your program?

25. What professional development topics will assist you in implementing the restructured program?

26. What are the strengths in your program?

27. What areas require additional attention?

28. Comments, concerns, and feelings about your program.

Continue your self-review by answering the specific questions for your program found in the next section.

MARKETING EDUCATION

Based on your delivery before and after restructuring:

1. Where is the program's core being taught?

2. a. Course offerings and curriculum sequencing by course and week should be completed using Form I. This form can be requested from your Marketing Consultant.

   b. Please attach a curriculum outline with competencies for each course.

3. a. What technologies are available to support your program?

   b. How are you using technology to support your program?

4. Do you have a school store or school-based enterprise? Yes _____ No _____
   If yes, how are you using the school store or school-based enterprise to support your curriculum?

5. What percent of your students participate in the following work-based learning opportunities related to Marketing Education?

   _____ Student visitor
   _____ Unpaid trainee
   _____ Apprentice
   _____ Volunteer
   _____ Student learner

6. a. Does an advisory committee of at least six members exist? Yes ____ No ____

b. The advisory committee meets _____ times a year.

c. Membership is representative of:

	Yes	No
• local marketing professionals	____	____
• current/previous students	____	____
• parents	____	____
• local community agencies	____	____

d. Committee's responsibilities include:

• validation of curriculum	____	____
• help with students' placements	____	____
• evaluate program every three years	____	____

MONITORING TEAM REPORT

DIRECTIONS

1. Using the information from the Self-Review, please provide the identifying information below these instructions.

2. The questions on the Monitoring Team Report are to be answered in a narrative style. Some of the questions ask that documentation be collected and attached to the report.

3. The Team Chairperson is responsible for typing and presenting the final report to the appropriate Program consultant at the Office of Career and Technical Education.

RESTRUCTURED CAREER AND TECHNICAL PROGRAMS
MONITORING of _____ CIP CODE # _____
(Program name)

School District_____ CEPD#_____

School Building_____ Address_____

City _____ State _____ ZIP Code_____

Date Program Restructured: Month _____ Year_____

Date of Monitoring Team Visit:_____

Contact Person & Title _____ Phone (___) _____

e-mail address _____ Fax (___) _____

Career & Technical Education Director_____

Monitoring Team Members:_____

_____

_____

Team Chairperson's Signature _____ Date_____

State Consultant's Signature _____ Date_____

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Monitoring Team Report

1. List observations indicating the Program is meeting the goals as described in the Action Plan. Give examples or documentation.

2. Describe documentation presented showing that the Program is successful.

3. List improvements/changes that have been made in the Program that are different from the Action Plan. Why?

4. List improvements/changes that are planned to be made in the Program that are different from the Action Plan and/or present Program. Why?

5. Give examples/documentation indicating the amount of administrative support available for the Program.

6. Attach course descriptions, brochures, advertising, and other materials used in/for the Program.

7. What professional development activities are needed?

8. Comments, concerns, and feelings about the Program.

9. Recommendations about the Program.

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Marketing Education

Program Improvement

The attached On-Site Evaluation Report form for program improvement will be used to compile the report to the Department of Education by field reviewers. Based on this you may want to structure your responses to address the required information. This is also a good tool to use to informally evaluate your program at the local level and engage in ongoing program improvement.

Date: _____

Career and Technical Education Program

Marketing Education Program

ON-SITE EVALUATION REPORT

District: _____ CEPD #: _____

School/Location: _____

Telephone Number: _____

Name of CTE Director/Administrator or Contact Person: _____

_____

Name of Marketing Education Program Instructor	Type of Certification
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	

BASIC PROGRAM INFORMATION

Current program enrollment _____/_____
a.m. p.m.

Length of program: _____ _____ Number of sections: _____
Number of Weeks Years minutes/weeks/section

Number of student work stations: _____

Program delivery (check): _____ _____ _____ _____
Local Shared-Time Area Center Contracted

To what extent do the following components meet program standards?

ADMINISTRATION

QUALITY RATING

Y/N _____ 1. Follow-up survey records of program completers are available on an annual basis.

Y/N _____ 2. Program has a long-range plan designed which identifies time lines and budget for curriculum enhancements, strategies for continuous updating of program and a plan for equipment updating and maintenance.

COMMUNITY INVOLVEMENT

Y/N _____ 3. Advisory Committee meets once every year to review curriculum.

Y/N _____ 4. Advisory Committee meets _____ times per school year (minutes available).

Y/N _____ 5. Advisory Committee membership list is available. Membership reflects all aspects of programming.

INSTRUCTIONAL PROGRAM

Y/N _____ 6. Program course description has been written.

Y/N _____ 7. Written goals and objectives are utilized.

Y/N _____ 8. Student/teacher ratio meets standards. (Classroom 1:22)

Y/N _____ 9. Adequate instructional materials, supplies and resources are available to instructor.

Y/N _____ 10. Active vocational student organization expands and reinforces program objectives.

Y/N _____ 11. Curriculum materials are non-biased and are based on current and future occupational needs.

Y/N _____ 12. Record of tasks achieved by students is available.

Y/N _____ 13. Work-based experiences are provided and are consistent with program objectives. List the types of work-based experiences available: _____

_____

Y/N _____ 14. Job placement services for coop students are provided.

Y/N _____ 15. Program has identified competencies, these are used as a basis for student's career plan or occupational direction.

Y/N _____ 16. Liability/safety issues have been addressed.

Y/N _____ 17. Utilization of a safety program is documented

Y/N _____ 18. Program occupation job titles are identified.

Y/N _____ 19. Students complete the Core skills in a separate class or in an integrated component of one of the job specific components.

Y/N _____ 20. Performance/Competency-based exam/test(s) are utilized to verify student achievement at various stages of the program.

Y/N _____ 21 A career passport or EDP is completed for each student.

Y/N _____ 22. A skill certificate is available for all completers. This skill certificate indicates skills completed and level of attainment.

FACILITIES

Y/N _____ 23. Equipment is properly utilized and maintained.

Y/N _____ 24. Classroom/laboratory is properly ventilated and lighted.

Y/N _____ 25. Equipment meets industry standards adequate inventory of supplies is maintained.

Y/N _____ 26.. Classroom/laboratory is appropriately organized and maintained.

Y/N _____ 27 Facilities meet current state/federal safety regulations. (OSHA: ADA)

Y/N _____ 28. Program facility has adequate and appropriate space to operate this program.

Y/N _____ 29. Facility is barrier-free for physically handicapped.

PROFESSIONAL DEVELOPMENT

Attach a list of all professional development activities program staff have participated in within the last year.

Y/N _____ 1. There is administrative support for professional development activities.

Y/N _____ 2. Instructor(s) actively seek/participate in professional development activities.

EQUITY

Y/N ____ 1. There is adequate and appropriate support services for students with special needs.

Y/N ____ 2. Recruitment activities are designed to promote gender and ethnic/cultural mix of students.

Y/N ____ 3. Textbooks, learning resources and environment promote equity.

Additional Findings:

Recommended Actions to be Taken:

Michigan DECA

DECA is an exciting co-curricular opportunity for teachers and students alike. Here are some facts you may not know about DECA!

As of June 1997, there are:

- 5,749 High School Division Members -- an increase of 284
- 6,095 Total Membership in all divisions -- an increase of 344
- Nine new DECA Chapters

Also .....

- Michigan DECA is the fifth largest state association
- 640 members attended the Leadership Conference -- an increase of 126
- $14,000 was received in sponsorships -- an increase of $3,500
- 3,429 members competed at District Conferences
- 2,217 members, advisors, judges and alumni attended the State Conference -- an increase of 45
- 448 members, advisors and alumni attended the National Conference
- 29 finalists at the National Conference -- more than any other year

Michigan DECA is .....

- Building greater articulation between the High School and Delta Epsilon Chi (post-secondary) Divisions
- Preparing to host the 1999 Central Region Leadership Conference in Detroit
- Adding an additional staff person for Membership and Corporate Development

We have .....

- Established an endowment for Michigan DECA with the EMU Foundation

The State Board of Education has approved funding for a project at Eastern Michigan University to provide the leadership for the operation of the Michigan DECA organization. Eastern Michigan University's responsibilities are to prepare and distribute materials, plan conferences, plan and conduct competitive events, communicate with chapters, provide advisor inservice, etc. For information about DECA contact:

Mr. David Wait, DECA Project Director
B18A Goddard Hall
Eastern Michigan University
Ypsilanti, MI 48197

Ph. (313) 487-3322
Fx. (313) 487 8755

decaintr

11/97 Draft

Marketing Education

WHAT IS DECA?

DECA is a co-curricular, student-centered educational organization. For more than 50 years, DECA's mission has been to enhance the education of students with interests in marketing, management and entrepreneurship. DECA acts as an advocate of marketing education and is committed to the growth of business and education partnerships.

Working hand-in-hand with the education and business communities, DECA's goal is for its student members to develop a "career success kit" to carry into their business and personal lives after graduation, one that includes:

- occupational competencies for marketing, management and entrepreneurship
- leadership abilities
- social and business etiquette
- an understanding and appreciation of civic responsibility
- ethical values
- understanding of the role of our free enterprise system in the global economy

To accomplish this goal, DECA uses on-the-job experience, chapter projects and a program of competency-based competitive events in specific occupational areas. These events emphasize academic and vocational excellence as building blocks for success and demonstrate the direct relationship between marketing education and the real needs of business and industry.

Who can join? Any student enrolled in a marketing education instructional program anywhere in the United States, Guam, Puerto Rico and Canada can be a DECA member. *The 160,000 student member organization is non-profit and non-political.* All chapters are self-supporting with members paying local, state/provincial and national dues. Each chapter elects its own officers and the local instructor serves as the chapter advisor. All chapters within a state or province compose a state/provincial association under leadership of a state advisor. Each state/province elects its own student officers. The national organization is a total of all state and provincial associations. Student delegates, selected by their states, elect national DECA officers. ***The national organization also provides alumni and professional memberships for former members, supporters and educators.***

A DECA chapter is to a marketing education program what a professional association is to a group of businesspeople. Chapter activities are recognized by Congress and the U. S. Department of Education as a part of the total educational program because they develop leadership skills, professional attitudes, business skills, citizenship characteristics and individual social growth.

11/97 Draft

These DECA activities give members the opportunity to become leaders, work in teams, and receive local, state and national recognition. *These activities serve the instructor as a teaching tool by creating student interest in all phases of marketing, management and entrepreneurship.*

What Will *You* Get Out of DECA?

Chapter success depends on its members. You, the teacher/advisor, may supervise the chapter's efforts, giving guidance or acting as liaison, but leaving its control to the members themselves. DECA involvement can awaken your students to a whole new world. It can help them realize their potential and inspire successful futures. You'll have the self-satisfaction and reward of leading your students in their personal and professional growth and development. **But DECA gives you more --**

- **Resources**: Recognized by the U. S. Department of Education, DECA provides you, the classroom teacher, with otherwise hard-to-find resource materials, classroom activities and tools that innovate and enhance your teaching.

- **Professional development**: As a chapter advisor, you will attend advisor workshops and academies and have increased opportunities to interact with other professionals in marketing education.

- **Business networking**: DECA's partners within the business community are waiting for you. You have an open invitation to explore these business relationships that give you more to offer the student in your classroom, i.e., jobs, chapter support, resources, outside experts and professionals to support your teaching.

- **Visibility**: An active chapter can have a positive impression on your community, your school and your school administration. That success reflects well on you, the chapter advisor.

- **Stature**: As chapter advisor of a DECA chapter active in civics and business, you can be of influence both in your school and in your community.

- **Support and influence**: As a DECA advisor, you are part of a nationwide network of education and business professionals helping to set the standards for education tomorrow.

What Will Your Marketing Education Students Get Out of DECA?

DECA members are unique. They are focused. They have chosen their career objective -- marketing, management or entrepreneurship -- and they are exploring the opportunities in their specific interest areas. DECA puts its members ahead of the crowd for success.

But DECA gives them more --

- It encourages scholarship.
- It relates skills and lessons learned in the classroom to real-world situations.
- It offers hands-on job experience.
- It develops leadership, character and self-confidence -- a sense of personal value.
- It gives practical experience in leading, goal-setting, planning and implementation.
- It creates an awareness of the increasingly global aspects of our economy.
- It promotes an appreciation and understanding of civic responsibility.
- It offers expanded personal and career contacts and networking skills.
- It enhances competitive abilities.
- It offers opportunities to travel and meet other teens with like interests from across the country.
- It provides scholarships, stock, trophies and medals -- recognition and reward for work well done.
- Membership in this national organization gives student members something otherwise hard to attain when you're a "kid" -- respect and the opportunity to be taken seriously by business leaders.
- It trains members to make a smooth transition from school to work.

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Michigan DECA

Chapter Development

As the marketing education teacher-coordinator, you already have in place most of the essentials to establish a DECA chapter. If properly organized, your chapter will assist you in completing your everyday classroom activities, as well as accomplishing the overall goals for your program. DECA's leadership activities and competitive events program will motivate your students to learn and achieve in the classroom, or on the job. This student motivation, along with DECA's educational support materials and activities, makes your role as a teacher more effective, more exciting and more personally rewarding. DECA's leadership, competitive community service and public relations activities serves as a showcase, to the public, your marketing education program, its purposes and its accomplishments. DECA offers an opportunity to display teaching accomplishments and student job performance. DECA affords the opportunity to involve interested parents and local leaders in your marketing program. DECA provides a 'teaching tool', for you that can help bring out the best in each student member.

As the marketing education teacher-coordinator you will serve as the local chapter advisor. Local student membership eligibility is governed by national and state constitutions and by-laws. Since DECA is co-curricular, not extra-curricular, chapter meetings may be scheduled as needed during regular class periods. DECA need not consume much of your regular teaching time, as smaller committee meetings can greatly reduce the need for chapter meetings of the total group. However, all DECA activities must be approved by you, as the chapter advisor, and/or by the local school administration.

Several factors will contribute to the strengthened effectiveness of your local chapter of DECA. Among these are an alert and vigorous student membership, an interested and sympathetic teacher-coordinator, the selection of a competent group of student chapter officers, and cooperation from the school and the local business community. These factors will enhance the interest in and participation by all chapter members, leading to a group of students determined to succeed individually and as a unit.

Typical Annual
Michigan DECA Calendar

September

Receive National DECA Guide
Receive Michigan DECA Guide
Receive Membership Roster
Register for State Leadership Conference

October

Register for Michigan Marketing Educators Conference
State Leadership Conference (Lansing)
Submit Membership Roster to National DECA

November

Michigan Marketing Educators Conference
Central Region Leadership Conference

December

Register for District Conferences

January

Attend District Competitive Events Conference

February

Register for State Conference
National DECA Week

March

State Conference (Dearborn)
Register for National Conference

April/May

National Conference

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Michigan DECA
Important Phone Numbers

Michigan DECA
Eastern Michigan University
Ypsilanti, MI 48197
phone 313-487-3322
fax 313-487-4329
email dave.wait@emich.edu

National DECA
1908 Association Drive
Reston VA 20191
phone 703-8670-5000
fax 703-860-4013
email ed_davis@deca.org

Marketing Education Resource Center
1375 King Avenue
P.O. Box 12278
Columbus, OH 43212-0278
phone 800-448-0398
fax 614-486-1819

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Michigan DECA
25 Steps to Organizing a New Chapter

_____ 1. Review Chapter Start-up Materials and the Michigan DECA Guide. (August)

_____ 2. Meet with school administrators to determine school policies for having a Vocational Student Organization. (August)

_____ 3. Register for a New Chapter Workshop. (September)

_____ 4. Identify key students, you can count on, to help get started. (September)

_____ 5. Elect chapter officers. (September)

_____ 6. Approve a constitution for your local chapter. (September)

_____ 7. Have chapter officers review the Michigan DECA Guide to identify possible activities. (September)

_____ 8. Register for the State Leadership Conference. (September)

_____ 9. Attend the Sate Leadership Conference. (October)

_____ 10. Collect dues and submit a membership roster to National DECA. (October)

_____ 11. Assist student members plan a program of work including civic, social, professional and fund-raising activities. (October)

_____ 12. Invite guest speakers to speak to the members on various topics. (On-going)

_____ 13. Help student members identify competitive areas. (November)

_____ 14. Register members for your District Conference. (December)

_____ 15. Prepare members for district competition. (December)

_____ 16. Attend the District Conference. (January)

_____ 17. Continue fund-raising activities to attend the State Conference. (On-going)

_____ 18. Register for the State Career Development Conference. (February)

_____ 19. Attend the State Career Development Conference. (March)

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_____ 20. Register for the National Career Development Conference. (March)

_____ 21. Attend the National Conference. (April)

_____ 22. Hold an Awards Reception recognizing members who participated in activities and received awards, throughout the year. Be sure to invite parents, administrators and prospective members. (May)

_____ 23. If you wish, elect officers so you can get an early start on the next year. (May)

_____ 24. Hold an annual year-end social activity for members. (May)

_____ 25. File materials to allow for easy retrieval in the fall. (June)

DECA's Series Events
Competition Overview

INTRODUCTION

Members of DECA, have exciting opportunities to combine experiences and skills to prepare for DECA's Individual Series Events.

The competition members preparation is much like the competition they will be facing once they enter the business world. Our entire free market economy is based upon that kind of competition. Just think of DECA's Individual Series Events as another opportunity to prepare for the world of work awaiting Marketing Education students.

The way individuals prepare for these events is much the same way they prepare for their life's career. Learn all that you can learn, practice decision-making, follow directions, do and be the very best that one can possibly be.

What Is a Competitive Event?

A DECA Individual Series Event is basically a "test" designed to measure individual ability and to evaluate knowledge and skills of the competencies developed for a specific occupational area.

Occupational Area

Apparel and Accessories Marketing
Food Marketing
Marketing Management
Services Marketing
Retail Merchandising
Full Service Restaurant Management
Quick Service Restaurant Management
Vehicles and Petroleum Marketing

DECA offers additional competitive events at the high school level. Information on these events can be found in the DECA Guide and other DECA Images publications.

Where Do These Events Take Place?

As the school year progresses, members will prepare for competition through in-class studies, on-the-job training and involvement in the DECA chapter. All of this will be preparing members for a series of conferences in which they may compete.

Competition begins at the district level with conferences held in December or January. DECA members who qualify at each level will be able to go on to the State Conference in March. The top five winners at the state conference will qualify to go to the National Career Development Conference (CDC).
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The National CDC is held in the spring at places such as Orlando, Florida; Anaheim, California; Denver, Colorado. It is an honor and privilege to attend National CDC wherever it is held. for. to attend, you must have proven yourself to be one of the best in your state.

At National CDC, members will not only be competing against other top qualifiers, but will be able to attend career development workshops, leadership training workshops and social activities. CDC is an exciting opportunity for competition, learning and fun as well as an opportunity to develop friendships with DECA members from all over the country.

Awards

Winners of the Competency Based Individual Series Events will be awarded plaques and medallions. In each occupational area and level, the top qualifiers are recognized at the end of the conference. The type of award may depend on the level of the conference (local, district, state or national), and the event in which you are competing. All participants who meet specific standards will earn a DECA Certificate of Excellence. However, all participants are winners due to the change to compete and grow within their given occupational areas.

All participants also win something intangible. That something is opportunity. Whenever individuals have an opportunity to practice and master the skills that are necessary for success in a marketing career, they have won. Each of those opportunities assists in polishing and refining skills so that individuals can "be the best that they can be."

WHAT HAPPENS IN COMPETITION?

This guide deals with Individual Series Events. All of the study and preparation on the job, in the classroom and through DECA chapter activities will be "tested" by the ability to display them through competition in a "series" of events.

In most cases, a participant who competes in an Individual Series Event, at any level, will first take a comprehensive exam and then actively compete in one or two "role-play" events.

The Individual Series Events Comprehensive Exam

The Individual Series Event comprehensive exam consists of 100 multiple choice questions. These questions are taken from the DECA competency categories mentioned earlier: economic concepts and principles, basic and social skills, and marketing functions. These exams will be discussed in further detail.

Role-Play or Demonstration Events

After the comprehensive exam, participants will be scheduled to compete in one or two "role-play" events. They are called role-play events because the activities involve face-to-face role-play situations with judges.

A role-play event will present a problem that will require participants to "take on" a role and "act out" a solution. The situation is based on the skills and knowledge acquired through the job, in class activities and through DECA. Participants will "act out" the solution with a judge or judges who will "take on" a role(s) as well.

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PREPARATION

What to Do before Conference

There are several ways to prepare for a conference, whether it be local, district, state or national. By combining and practicing knowledge and skills from the marketing education curriculum, on-the-job training and DECA activities, participants will have the best change to succeed during competition.

Marketing Education Curriculum

The marketing education curriculum has been developed by some of the finest experts in your occupational area. These experts have determined what you need to know to be considered a success at an entry-level position in career area.

By reading and working through the curriculum, you should begin to gain an understanding of those "competencies" necessary to be considered successful. To be best prepared, however, it is necessary not only to have read and studied those competencies, but also to have put them into practice.

On-the-Job Training

On-the-Job training provides the opportunity to experience the competencies in the "real world." On-the-Job training is applying what you have learned in class at your training station. You can practice those competencies during your day-to-day tasks on the job.

For example, one of the most challenging competencies necessary to be successful in any marketing position is the ability to communicate. Communication is a skill requiring both knowledge (in-class studies) and practice (on-the-job training).

DECA Activities

Involvement in your DECA chapter is another opportunity to fine tune your understanding of competencies. DECA is an organization that requires dedication and commitment to the principal of civic consciousness, social intelligence, leadership development and vocational understanding. These principles are also a part of success in a marketing career, therefore the degree of your involvement in DECA will play a role in your overall success at conference as well as in your future.

Using our previous example, DECA can provide you with a wealth of opportunity to practice communication skills. Every activity undertaken in your DECA chapter requires the ability to communicate, and the more successfully you communicate, the more successful your DECA activities can be. You will not only benefit your chapter by practicing the competencies, but you will also be increasing your chances to win at conference.

What to Do at Conference

Most of your preparation occurs before conference. However, there are some things you can do to help you once you get there. Conferences are exciting, and it will be difficult for you to settle down to practice. Setting aside some time to practice with a partner may make you feel a little more secure.

Another suggestion is to try to eat properly and get sufficient rest. Almost everyone does their best under those conditions. You may have mastered all the tasks necessary to be competent in a specific area, but it you are tired or have an upset stomach, you will not be able to display those skills to your best ability.

It is also important that you dress neatly and in business-like fashion. Judges may be unconsciously influenced by the way you look. Even if your appearance does not affect the judge, it DOES affect your behavior. When you are professionally dressed, your behavior has a tendency to become more professional. Remember that at National CDC, you will be required to wear a DECA blazer when meeting with judges.

Finally, have fun. Life is a balance of work and fun, so take the time to enjoy the social activities arranged for you at the conference.

INDIVIDUAL SERIES EVENT COMPREHENSIVE EXAMS AND HOW TO TAKE THEM

What Are Individual Series Event Comprehensive Exams?

The Individual Series event comprehensive exam consist of 100 multiple choice questions which you will have 60 minutes to answer. Each questions has four possible answers. The questions are taken from the three main competency areas identified by National DECA: Economic Concepts and Principles, Basic and Social Skills, and Marketing Functions.

About half of the questions come from "economic concepts and principles" and "basic and social skills." The other half will come from "marketing functions." Each year, new Individual Series Event comprehensive exams are developed. These new exams are developed specifically for each occupational area and level

Preparing for Competition

You prepare for the comprehensive exams in much the same way you would for the role-play events. This is by studying and practicing the identified competencies your occupational area.

Use Previous Exams

There are several additional ways you can prepare. One way is to get copies of the Individual Series Event comprehensive exams given at previous DECA conferences. These are available from National DECA in either printed form or on computer diskettes. Answer keys are provided along with the exams so that you may check to see how you are doing. Also provided is an explanation of each item that may be used to help you gain a better understanding of how the questions are written and be better prepared.

Study the Sample Test Questions

The Individual Series Event comprehensive exam test questions at the end of this chapter are examples of the type of test that you will be given. For explanation purposes, the format for this exam has been broken down into two parts. As you read the explanations provided, refer to the sample questions.

Part I provides an example of "theory" questions. These questions are taken from textbooks, LAPS and other in-class curriculum. About half the questions are taken from "economic concepts and principles" and "basic and social skills" competencies. The other half are taken from "marketing functions" competencies that are usually specific to your career area.

Part II contains an example of "application" questions. These questions require you to utilize your mathematical skills (part of the "basic and social skills" competencies) and "apply" them to your career area. A pocket calculator is allowed for this portion of the test.

Following each part of the sample test is an answer key. You should take the test first, then look at the key to see how you did. The key will explain the correct answer and the source from which it was taken. You can use this exercise to familiarize yourself with the comprehensive exam format, find our strengths and weaknesses, and also understand which types of sources are used to compile the questions.

PREPARING FOR ROLE-PLAY EVENTS

Role-Play Events

As previously mentioned, a role-play event will present a problem that will require you to "take on" a role and "act out" a solution. While it would be nice to be able to evaluate your abilities in a true business setting, that is impossible. So the role-play events have been developed to measure your skills as accurately as possible in a predetermined "situation."

Preparing for Competition

The combination of skills learned on the job, in the classroom and through DECA activities cannot be stressed enough as methods to prepare for competition. However, there are some specifics about role-play/demonstration events that will enhance those skills.

Before the event, you will be given instructions which will explain several points. These instructions will set a specific time frame for you to prepare and to role-play the event. Each event has a specific preparation and role-play time allocation ranging from a minimum of 5 minutes to a maximum of 20 minutes for preparation and role-play time. The instructions will also explain the background information necessary for you to understand your role and/or demonstration and how you will be evaluated.

Part I is what will be given to you at the conference when you enter the room designated for preparation. Sometimes the preparation rooms are separate from the rooms where the actual events will take place and sometimes both preparation and the actual event take place in the same room.

Part II will be seen by the judges and event administrators only. However, it will be reviewed for you here so that you will better understand how you will be evaluated.

PART I

Page One -- Role-Play and Demonstration Sample Events

The first page will explain the **Occupational Category** being tested and the level of the event (Associate Level or Management Level, if applicable). It will also inform you of the **Instructional Area** the event will test (Basic and Social Skills: Role-play Event and Physical Distribution: Demonstration Event).

The **Event Overview** will provide a brief, general description of the roles you and the judge(s) will assume. It will also tell you what you are to accomplish during the event and, sometimes, where the situation will occur (sales floor, manager's office, etc.).

The last major heading on the first page you will be given is **Competencies Evaluated**. The five (5) specific competencies on which you will be evaluated are listed in this section. The entire event is built around these competencies on which you must develop your strategy for competition. Studying these in relation to the **Event Situation**, which will appear on the second page, is critical to your overall success.

Page Two -- Role-Play and Demonstration Sample Events

The first item mentioned on this page is **Procedures**. It is here that you will be told the specific amount of time allowed to prepare for your event and the amount of time allowed for you to meet with the judge(s). Remember that the times given will vary according to the specific event, but will never exceed 20 minutes for either preparation or actual competition.

You should look at your watch to determine the amount of time you have left to prepare and then immediately begin reading the **Event Situation**. The **Event Situation** is the detailed explanation of the event. It will include specific information about the role and/or demonstration you are to play and the environment leading up to and/or including the situation. In a *nutshell*, it will present a problem you are to solve using the five (5) competencies to be evaluated.

Sometimes, the **Event Situation** will make reference to additional information needed to complete the event. Any additional information will be provided to you. If you are given a situation that requires additional information, study it as carefully as you do the explanation of the **Event Situation**.

Read the **Event Situation** carefully. When the **Event Situation** is clear to you, then turn back to page 1 and reread the **Competencies Evaluated**. Using the competencies, determine how you will "solve the problem" by acting out your role. If time permits, reread your plan for "solving the problem." Double-check that you have included all five (5) **Competencies Evaluated** in your solution.

The most important factor for successful competition in a role-play/demonstration event is your ability to use the **Competencies Evaluated** to solve the **Event Situation**. This not only requires the knowledge and skills that you have gained, but practice.

One way to practice is to get copies of events used at previous DECA conferences. These are available from DECA Images. You may then practice with your fellow DECA members and/or

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instructor. The more you practice, the better your understanding of how the events are constructed will be the and the better prepared you will be.

If you do not have previous events available, it might help you to make up some. If you do this, however, use the exact format that will be used at conference so you do not become confused.

Also, as mentioned previously, another way you can prepare is to set a definite schedule for learning, practicing and testing yourself on each of the main competency areas.

Finally, when you are ready to begin a role-play/demonstration event at conference, you must follow the directions indicating who is to begin and end the event (you or the judge). You should also immediately assume your role upon entering the event.

PART II

Remember that you will not see this part of the event at conference. It is provided here for you to gain a great understanding of what the judge and event managers will have read prior to working with you.

Administrative Instructions -- Role-Play and Demonstration Sample Events

This page indicates to the judge and event manager how many minutes can be allotted for the event **(Administrative Suggestions)**. It also indicates the supplies and facilities needed to stage the event **(Facilities, Supplies/Materials and/or Equipment Needed)**. Also, the number and types of people needed to stage the event are listed **(Personnel Needed)**. These are administrative details usually addressed during the planning period of conference.

The **Minimum Level of Acceptable Performance** is determined by the event writer and National DECA. This level is expressed as the percentage needed for an "Acceptable performance" rating in the **Competencies Evaluated**. You will notice that a minimum level of 70% has been indicated on the examples. This means that you, the participant, must achieve a score of 70 or more to be recognized as having a level of acceptable performance. Acceptable performance indicates what business deems necessary by business to perform the tasks given in an acceptable manner.

Finally, the **Tiebreaker** segment is designed to prioritize, in order of importance, the competencies being evaluated. This, too, is determined by the event writer.

Judge's Instructions -- Role-Play and Demonstration Events

The judges are businesspeople in the field of Marketing. These people have volunteered their time because they believe strongly in DECA and the focus of marketing education. They are not actors, but most of them have experience situations similar to the ones presented in the **Event Situation**.

They, too, must be prepared. The **Directions, Procedures and Judge's Role** is for that purpose. This section is a general overview of all of the information presented thus far. Remember, you will never see this sheet at conference, but knowing the type of information it provides will help you to be better prepared.

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The **Judge's Role-Play Characterization** is then presented to detail to the judge what his/her character and position is to be throughout the event. It specifically outlines for the judge how he/she is to act and react and sometimes tells them *exactly* what to say. Many times, it will indicate to the judge specific questions he/she is to ask each participant.

There is not way you can know or anticipate exactly what the judge will do. You can, however, prepare yourself for almost anything by practicing the skills and knowledge required for competency in General Marketing.

Judge's Instructions -- Evaluation Form Information

This is an information sheet provided to the judge(s) that instructs them on how to evaluate your performance. **Evaluation Form Information** indicates to the judge(s) that ONLY the competencies indicated on the **Competencies Evaluated** are to be measured. It also explains that the minimum level of competence is indicated by an asterisk on the **Judge's Evaluation Form** which is the final page give to the judge(s).

The **Evaluation Form Interpretation** defines the terms by which you will be evaluated. Take special note of the definitions as they will indicate to you what the judge will be looking for and how he/she will base the final score for your performance.

Judge's Evaluation Form

On this page the judge(s) will mark your score. As you can see, the evaluation form is divided into five (5) major areas. These areas correspond EXACTLY to the tasks listed on the first page of the Participant Information, **Competencies Evaluated**. You can see what it is so important to build your strategy for solving the problem presented on those competencies. The sixth item gives the judge(s) the opportunity to evaluate your overall role-play performance and the skills you demonstrated.

By reading over the example evaluation form, you will see some of the specific behavior that the judge(s) will be looking for when making his/her final evaluation. Although you will not have this information available to you at conference, the more familiar you become with the evaluation process, the more you will know what the judge(s) will be looking for at conference.

For more information:

Refer to the DECA Images catalog for more information on preparing for DECA series events. DECA Images sells student training guides to prepare for series events and sample exams used at past national conferences.

Ten Suggestions For **DECA** Chapter Advisors

1. **Establish a program of work**. In determining governmental immunity, activities should be "expressly or implied mandated or authorized." A program of work approved by the DECA chapter and administration, and followed by the members and advisor assures governmental function.

2. **Establish rules and consequences before activities**. Do not decide to punish students, or deny opportunities to students that go beyond existing school policy or is not part of the chapter's rules. If you do not want to take certain students to a conference, then they must have known about the "qualifiers" before being denied (documented poor classroom behavior results in no overnight stays). Have students adopt DECA's code of conduct, with consequences consistent with school policies.

3. **Fund-raising revenues should support student activities**, and not be distributed to a student. The money is raised for chapter activities; and if money can not be used, it should be turned over to the general chapter or general school fund. Direct payment should not be made to a student, but expenses/bills may be paid for a student. Commissions may by paid to members if they are part of the fund-raising business plan. If individual accounts are established, a written policy should be written to establish that the funds belong to the school, and that members may apply credit toward chapter-related activities.

4. **Focus on local chapter activities**. DECA is only effective if students are involved all year. Limiting activities to competitive events sends the wrong messages to members: 1) you're out of DECA if you do not qualify at district, 2) community/ school involvement are not important, and 3) we are going to gear down like everybody else in April and May. Plan a program of work for the entire year that has competitive events as only part of the total plan. DECA's foundation should be activities at the local level with local employers.

5. **Schedule meetings with parents and provide detailed fact sheets** on DECA planned activities, planned field trips, and overnight conferences. Your attendance may be small at first, but you have demonstrated a reasonable effort to communicate with parents. Be sure to emphasize the need for professional conduct, and parent's support.

6. **Plan chapter activities and meetings at conferences**. Know where every student is scheduled to be. Be a positive role model so that students know where you are at all times. Your only role during conferences is to supervise students; leaving the hotel for other meetings, dinner, or meeting with friends should be done at another time

7. **Schedule a local competitive event as a DECA activity**. Involve local businesses in sponsoring a local competitive event in December or January. This will give students valuable experience in how the CBSE's work, you can check for professional dress prior to districts, and business leaders can be actively involved. Just use 1 or 2 judged events in selling, human relations, or cashiering, and a comprehensive exam or unit test. Award event winners and overall winners. You will probably not need occupational specific exam or events.

8. **Plan an exciting spring event** that keeps students involved and helps with recruiting. A spring fashion show, spring awards banquet, trip to Cedar Point, or an entrepreneur fair should be scheduled. Plan the activity after the national conference, and then it is eligible for as project in the Chapter Activities Program for the next school year.

9. **Traditions should be established and refined**. In retail, a promotion is never abandoned until after the third year or try. Many successful projects are the result on many years of work that have been repeated and improved. These repeated activities help to establish credibility of the chapter and advisor. There is a lot to be said about change and innovation, but foundations need to be established for solid planning.

10. **Take time to involve members in all chapter planning**. Ownership and recognition of the students is the key to successful chapters. Structure activities to involve all members in planning activities, and then support students in completing activities. Avoid the parenting trap of "doing it myself to make sure it gets done right the first time". Who's learning? Let's students handle the details of attending a conference: handing out and collecting permission slips, making reservations, scheduling dinner, arranging for transportation, etc.

Compiled September, 1991
by Tom Benton, Michigan DECA State Advisor
Revised July 1993

DECAlogue

Communicating with Michigan DECA's Chapter Advisors

September 1997

Connecting with Careers - Membership Campaign

Michigan DECA will be participating in National DECA's membership campaign. The bases of the campaign is explained in Section 1 of the ***1997 Michigan DECA Guide.***

Membership Fees

Membership fees are $12.00 ($6.00 state and $6.00 national) for the 1997-98 year. Rosters must be sent to National DECA by November 1, 1997. Remember, the number of district and state competitors is based on your membership as of November 30.

Win Airline Tickets to the National Conference

As an incentive for submitting your roster early, Michigan DECA will hold a drawing for air transportation to the 1998 National Conference in Denver. Each chapter that has a majority of their membership in prior to October 1, will be entered into the drawing three times. Chapters with rosters in prior to November 1 will be entered twice, and chapters with rosters in prior to December 1, will be entered once. We will also enter each chapter that has 100% membership by each months deadline: by October 1, three additional entries; by November 1, two additional entries; and by December 1, one additional entry.

We are having this incentive since early submission of rosters makes the processing much easier for district conferences.

DECA Membership Roster and Video

National DECA will be sending the 1997 membership roster and video to each chapter, in mid-September. The new video was previewed at the State Association Management Conference in August. You and your students should find the video informative as well as entertaining.

National DECA Guide

By now, each chapter should have received their 1997 National DECA Guide. If you have not received your's, please call Michigan DECA today.

Preparing Students for Marketing Careers and Entrepreneurial Ventures

Michigan DECA; Eastern Michigan University; Ypsilanti, Michigan 48197; 313-487-3322.

Written Event Changes

Be sure to review the Written Event Changes that are listed in the ***1997 Michigan DECA Guide***. A summary of the changes are listed below.

Most written events will compete on Friday, March 13, 1998, from 3:00 p.m. to 7:30 p.m. Written Event participants will have their orientation and interview on Friday. There will be one interview with two judges. The judges will individually evaluate the participants. These participants are required to attend their respective Written Event Workshop on Saturday.

Participatory Written Events will compete on Saturday, March 14, 1998, from 1:00 p.m. to 5:00 p.m. These events include Advertising Campaign, Entrepreneurship Participating, Fashion Merchandising and Technical Sales Representative. There will be one interview with two judges. The judges will individually evaluate the participants. These participants will not have a Written Event Workshop on Saturday.

The Michigan DECA Guide

Michigan DECA is pleased to announce the publishing of the ***1997 Michigan DECA Guide***. The Guide is a comprehensive packet (over 100 pages) of information you will need for a successful year. It will be supplemented with periodic ***DECAlogues***. The goal of the guide is to provide Michigan DECA advisors and members with the materials needed to plan a successful year and reduce the amount of time/cost our office spends, throughout the year, preparing mailings. This will allow more time for chapter assistance and sponsorship development. We anticipate mailing the ***Guide*** on September 3, 1997.

State Leadership Conference

The 1997 Michigan DECA State Leadership Conference will be held on October 13 & 14, at the Lansing Holiday Inn - South. The registration deadline is September 26, 1997. Look for complete registration information in the ***1997 Michigan DECA Guide***.

Opportunities for DECA members to travel:

Michigan DECA has two exciting opportunities for DECA members to travel outside the state. **The Central Region Leadership Conference** will be held in Milwaukee on November 21-23, 1997, with an optional Chicago Excursion on November 19-21, and the **New York City Apparel & Accessories and International Marketing Mini Conference** on December 3-7, 1997. These two conferences will provide excellent vehicles for your students to visit exciting cities while attending valuable conferences. More information is available in the ***Michigan DECA Guide.***

Enclosed

97-98 State Calender
97-98 Competitive Events List

1997-1998
Michigan DECA
Calendar of Events

September 15	**Deadline for:** New Advisor Workshop
September 26	**Deadline for:** State Leadership Conference
September 30	New Advisor Workshop, *Eastern Michigan University*
October 1	**Deadline for:** Central Region Leadership Conference and New York International Marketing, Finance and Apparel & Accessories Conf.
October 2	New Advisor Workshop, *Lansing Holiday Inn South*
October 13 & 14	State Leadership Conference, *Lansing Holiday Inn South*
October 31	DECA Student & Advisor Memberships Due to National DECA **(All rosters must be submitted by this date)** **Deadline for:** Outstanding Marketing Teacher and New Professionals of the Year Award nominations
November 1	**Deadline for:** Central Region and New York Mini Conference Final Payment
November 6 & 7	Michigan Marketing Educators (MME) Conference, *Lansing*
November 21-23	Central Region Leadership Conference, *Milwaukee, Wisconsin*
December 1	**Deadline for:** Districts 5 & 8 Conference Registrations
December 3-7	International Marketing, Apparel & Accessories Conference, *New York City*
December	District VIII Conference - Occupational Test, *M.L. King High School*
December 12	District V Conference, *Washtenaw Community College*
December 11	Advisors' Council Meeting - *Lansing - Hanna State Office Building*
December 12	**Deadline for:** Districts 1, 2, 3, 4, 6 & 7 Conference Registrations

1997-1998
Michigan DECA
Calendar of Events
Page 2

January 7	District I Conference, *Midland Valley Plaza Inn*
January 9	District II Conference, *Baker College, Muskegon*
January 10	District VI Conference, *North Farmington High School*
January 23	District VIII Conference - Participatory Events, *Wayne State University*
January 24	District VII Conference, *Marysville High School*
January 27	District III Conference, *Western Michigan University*
January 30	District IV Conference, *Baker College, Owosso*
February 3	State Officer Candidate Testing and Interviews, *Lansing*
February 4	DECA Legislative Breakfast, sponsored by the MRA
February 9-13	National DECA Week
February 13	**Deadline for:** State Conference Registration & SCDC Hotel Registration **There is a $15.00 late fee per delegate after this date** All Gold Merit Award Projects, Written Events and Silver & Gold MAP Names
February 14	Written Event Screening, *Michigan DECA Office, Ypsilanti*
March 4	**Deadline for:** Chapter Awards Program Entries Advisors' Council Meeting, *Hyatt Regency Dearborn*
March 13-15	52nd Annual State Career Development Conference, *Hyatt Regency Dearborn*
March 23	**Deadline for:** National CDC Registration Materials **There is a $15.00 late fee per delegate after this date.**
April 3	**Deadline for:** National CDC Payment **There is a $15.00 late fee per delegate after this date.**
April 24 - 29	52nd Annual National Career Development Conference, *Denver, Colorado*

1998
Michigan DECA
Competitive Event Categories

Series Events	District	State	National*
Apparel and Accessories Marketing			
Associate Level	X	X	5
Management Level	X	X	5
Food Marketing			
Associate Level	X	X	5
Management Level	X	X	5
Retail Merchandising			
Associate Level	X	X	5
Management Level	X	X	5
Marketing Management#	X	X	5
Services Marketing#	X	X	5
Full Service Restaurant Management	X	X	5
Quick Serve Restaurant Management	X	X	5
Vehicles and Petroleum Marketing	X	X	5

Management Decision Making	District	State@	National*
Financial Services #	X	2	5
Hospitality Services #	X	2	5
Travel and Tourism Marketing #	X	2	5
Chapter Decision Making #		X	4

Marketing Research Written Events	District	State	National*
Business and Financial Services Marketing		X	4
Food Marketing		X	4
General Marketing		X	4
Hospitality and Recreation Marketing		X	4
Retail Marketing		X	4

Individual Written Events	District	State@	National*
Entrepreneurship - Written		X	4
Entrepreneurship - Participating	X	2	4
Fashion Merchandising Promotion Plan	X	2	4
Technical Marketing Representative#	X	2	4
Merit Award Program	Bronze	Silver	Gold

Chapter or Team Events	District	State@	National*
Advertising Campaign#	X	2	4
Creative Marketing Project		X	4
Chapter Awards Program		X	Gold
Civic Consciousness Project		X	4
DECA Quiz Bowl		X	2
Free Enterprise		X	4
Learn and Earn Project		X	4
Public Relations Project		X	4
International Marketing		X	4

@ Indicates the number of places eligible to advance from each district to the state conference.
* Indicates the number of places eligible to compete at the national conference.
# Indicates a new or revised event.

Michigan DECA • Eastern Michigan University • Ypsilanti, Michigan 48197-2239
(313) 487-DECA • Fax (313) 487-4329

1997-1998
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Niles High School

Kim Acker
Vice President
Heritage High School

Joyceline Blackmon
Representative At-Large
Northwestern High School

Erica Rodriguez
Representative At-Large
Bay Arenac Skill Center

Ben Dorie
District I Representative
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Jenison High School

Cindy Highfill
District III Representative
Niles High School

Michelle Jones
District IV Representative
Hartland High School

Dan Krochmal
District VI Representative
North Farmington High School

Marita Colston
District VIII Representative
Kettering High School

David Wait
State Director
Michigan DECA

Valorie Putnam
State Advisor
Department of Education

Michigan DECA is pleased to announce a unique fund-raising opportunity for chapters to assist Michigan DECA

This Fund-Raiser takes almost no time and requires no new costs to your chapter

Please read on . . .

Your chapter can assist Michigan DECA in raising funds by simply placing your order for DECA Images and DECA Related Materials directly through Michigan DECA. Michigan DECA will receive 10% of all orders placed by October 14, 1997.

To participate, send your order to Michigan DECA by October 14, 1997, or bring the order to the Leadership Conference. Michigan DECA will forward orders to DECA Images on October 17, 1997, with shipment taking place by November 15, 1997.

Merchandise information is located in the front of the National DECA Guide. Use the order form in the Guide and return it to Michigan DECA (Not National DECA) by October 14, 1997.

If you have any questions, please contact Dave Wait at the Michigan DECA office.

PROFESSIONAL DEVELOPMENT

Professional memberships and involvement is an important aspect of being a marketing instructor. The following organizations each represent you as a marketing professional. Consider joining as many as you can. Membership forms for some of the organizations are on the following pages.

Michigan Marketing Educators (MME) -- Your state marketing organization whose board is made up of high school marketing teachers, marketing teacher-educators, and the state department consultant. This all-volunteer board plans and organizes the annual program of work, sponsors a two-day fall conference and a one-day spring conference, and assists at all DECA functions. Quarterly newsletters come with your paid dues. (Sample on the following pages.) (1-800-MME-3112)

Marketing Educators' Association (MEA) -- Your national marketing organization whose board consists of high school, community college, four-year, and marketing teacher-educators. MEA sponsors numerous professional development activities, printed materials, and promotional materials for students, community and parents. A sample promotional brochure that many schools use in recruiting can be found on the following pages. The magazine *Perspectives* comes with your paid dues. (1-800-448-0398)

American Vocational Association (AVA) -- Your national vocational association sponsors an early December national conference and is very active politically at the national level. This organization stays tuned to what is happening in Washington and works to positively influence legislative actions.

Important Marketing Professional Conferences
(DECA conferences can be found behind the DECA tab)

MME Fall Conference -- late October/early November (2 days)
AVA -- early December
MME Spring Update -- May
Conclave -- usually the third weekend in June (Thursday-Sunday) -- the national marketing educators' conference. Sponsored by MarkED Resource Center and MEA (1-800-448-0398).

Other conferences you may be interested in .....

State Tech Prep Conference -- February
Governor's School-to-Work Conference -- June
Michigan Career Coordinators' Conference -- June

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ARE YOU FAMOUS?

by Sharon Slick, Lenawee Vo-Tech Center

Have you been in the newspaper? Are you famous in your community?

We are putting together a new booth for MME to be taken to various trade shows such as the Principal/ Counselors conference. What will the display look like? How will we get the attention of the attendees?

Well, here's our idea. We would like you to send us newspaper articles current or from years gone by and or letters of congratulations to be used in our booth. These articles will be enlarged and made into a collage for the attendees to view. If the attendees can find an article from their district (or from a neighboring district if they are so unfortunate as to not have a Marketing Program) then they can select a number for a prize.

What's the prize? Well, we need your help on that as well. We are looking for items such as, but not limited to, gift certificates from chain restaurants, retail businesses and golf courses. Where do you send this great stuff? To ME!!

Sharon Slick
Lenawee Vo-Tech Center
2345 North Adrian Highway
Adrian, Michigan 49221

DON'T MISS IT!

by Nancy Pichette Price

If you haven't had a chance to look at the magazine *Black Enterprise*, you may consider subscribing to it for your classroom. It is a great source of motivation for us all. The August issue is especially inspirational featuring "Twenty Women of Power and Influence in Corporate America." According to *Black Enterprise*, these specially chosen African American females are said to be shaping the way business is done in corporate America. Some of these women are entrepreneurs who started from the ground floor and worked their way up to powerful executives. Don't miss this article. You may w to use it as an assignment for students to research on of these influential entrepreneurs mentioned in the article. The biographies given in the article will give your students a place to start.

You will also find "Recipe for Success" in the August issue. This 'must read' article is about a 49 year-old woman that turned a prized family recipe into a successful syrup business.

I don't want to leave the guys out, so check out the new September issue featuring an article on Tiger Woods.

Successful entrepreneurs can be examples to your students who can't seem to see past today. Brighten their future!

ALL MARKETING TEACHERS

It is now time, as the Fall Conference approaches, to set aside a few awesome products for the silent auctio Remember, the bigger and better the product, the more exciting the auction. However, the auction cannot take place without your help. If you haven't participated before, let this be the first year. If you have participated before, please continue your support. As always, thank you for your time and participation.

The silent auction needs your support!

Mike Lonze, Birmingham Public Schools

Michigan Marketing Educators

1997-98 Membership Form

The MME, MEA and AVA dues are for a twelve (12) month period.

Please Print

NAME _____
LAST FIRST MI

SCHOOL/BUSINESS _____ COUNTY _____

SCHOOL ADDRESS _____ HOME ADDRESS _____

CITY & ZIP _____ CITY & ZIP _____

SCHOOL PHONE (___) _____ HOME PHONE (___) _____

POSITION _____ IS THIS A NEW ADDRESS? ☐ YES ☐ NO

MICHIGAN MARKETING EDUCATORS (MME)

PROFESSIONAL	$15.00	_____
STUDENT	$ 3.00	_____

OPTIONAL

MARKETING EDUCATION ASSOCIATION (MEA) (NATIONAL ASSOCIATION)

TEACHER - RENEWAL	$54.00	_____
TEACHER - NEW MEMBER	$30.00	_____
STUDENT	$20.00	_____

AMERICAN VOCATIONAL ASSOCIATION (AVA)

PROFESSIONAL	$40.00	_____
STUDENT	$10.00	_____

TOTAL ENCLOSED ..... $ _____

Send your application and check payable to: Michigan Marketing Educators

In care of: Brian Pyles
17310 Turnbury Court
Granger, IN 46530
800-MME-3112

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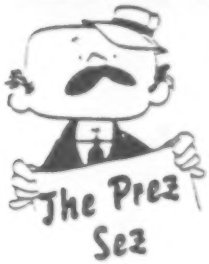
INFORMATION

Michigan Marketing Educators

September 1997



by Pat Graham

All right, where did the summer go? I guess it's time to remember where I put all that stuff I packed away. I guess what I'm referring to is the things I did, and the things I thought to do in my classes to make them exciting, while doing other things this summer.

I took a few minutes to read a book, one meant for beginning teachers. After reading it, I felt like a beginning teacher again. The book asked why, at the end of the day, the teachers are the ones crawling out of the building on their hands and knees and the students are bouncing off the walls? I guess one of the strongest points I remember is the statement that "the person who does all the work is the one who learns." I have a feeling that I have had 127 teachers a day in my classroom for the past several years.

I remember a speaker I heard who said that we owe it to our students and profession to use available technology. After some creative promotional tactics, I was able to get a few new computers and printers into my classroom.

At the 1997 Conclave in Portland, Oregon I spoke to a textbook publisher representative who showed me step-by-step guides for certain productivity software. There are books that are designed to be used by students without teacher input.

Another thing I remember is how I plan to use MicroSoft PowerPoint in my classroom. I decided to teach my students to use the available technology so that they can make their marketing presentations with a degree of professionalism. I want them to make a presentation at one of our staff meetings. It seems like I was also thinking about having them create Anti-Shoplifting Posters to give to area merchants (with my program and DECA tagline on the bottom). I do remember that I can thank Dan Connell for his PowerPoint workshop at the MME Spring Update, which gives me a bit more confidence in using this software.

I also am planning to teach my students how to create various promotional print media, especially brochures, and then have them professionalize them on the computer using MS Word. They will have to create them to help promote my school and my program.

And lastly, I remember that I'm not a computer teacher, I'm a marketing teacher. With the new technology coming out on a daily basis, I should be the one to see that students learn the fundamentals of marketing, and teach them how to present their creative talents in a professional way.

What's Inside. . .

Summer Vacation ..... page 2
Your Voice ..... page 3
Work Session Highlights ..... page 4
Tricks of the Trade ..... page 4
Networking ..... page 5
How Much Technology ..... page 6
Are You Famous? ..... page 7
Don't Miss It ..... page 7
Attention ..... page 7
MME Membership Form ..... page 8
"Thriving & Surviving" ..... page 9

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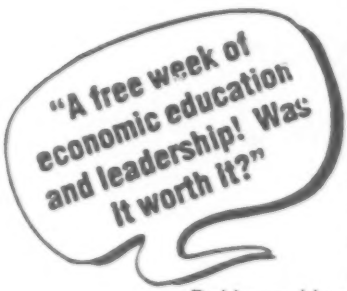
How I Spent My Summer Vacation

by Tim Cornick, Wayne Memorial High School

After barely a week off from school, I left for Portland, Oregon for MarkEd's Conclave '97. An opportunity to visit the beautiful Pacific Northwest! The weather was great, the scenery magnificent, Conclave was good, speakers were great and, best of all, I spent an extra week exploring the area. In all, a great two weeks.

After a few days at home, I left for Wooster, Ohio for a week's worth of economic education. Maybe you saw the flyer, it was in color and offered a free week of economic education and leadership. They listed 12 sites around the country on various college campuses. My curiosity had peaked, I had to know more about this "free week." I sent my form in with my first, second and third choices based on when I knew I would be available to attend. Well, lo and behold! I was accepted to attend at Wooster, Ohio for the week of July 13-19. The forms that came with the acceptance were brief and to the point. Medical waiver, acceptance form, credit form. For only $100 (refundable upon completion of the class) I would be enrolled in this program. If I wished a single room, I could forfeit the $10 at the end of the program. If I was willing to room with someone, I would get my $100 check back upon completion of the class. For another $75 I could receive academic credit for the class from the University of California, Davis. Oh well, in for a dime, in for a dollar. I sent the money.



That was back in April. Well, here it was the middle of July, time to go and now, I wasn't so sure I wanted to attend. I'd only been back from Portland a few days and I felt wrung out, not ready for a week of class in the dismal science of economics. I had to force myself to drive to the little town of Wooster, Ohio. Three and a half hours and [illegible] miles later, I pulled into the quaint little college town of Wooster. It's also the home of Rubbermaid and some little brush company. I finally located Luce Hall and parked my car immediately behind Luce. It only took a few minutes to register and receive my room key and food service card. Off we went to Kittredge Hall for a welcome and orientation. Wait a minute, there are kids here! Yes, the class enrollment was 30 teachers and 30 high school kids. Then we did ice breakers with the kids! After an hour and a half, we finally got to go to dinner, which, because it was Sunday, was at our dorm. Best not to talk about that dinner. Next we had another two hour session, from 7:30-9:30 p.m. After 9:30 was listed on the program as free time!

Monday started our first full day and was the format for the rest of the week. We ate breakfast in Lowery Hall, the food commons, and was I surprised. The food was great and what a variety. Anything you could possibly want from 21 kinds of cereal to waffles, pancakes, french toast, eggs, ham, bacon, fruit and juices. The sessions started in Kittredge with warm-ups from the program coordinators (college kids who worked with the kids and the leadership program). After that, one of the two college professors lectured to the kids for an hour while we watched. Then Pete Litchka, the program director, did a simulation with the kids with us helping. Then the other college professor spoke to the kids for another hour. Then, finally, time for lunch at Lowery. After lunch we met in the basement of our dorm. We had an hour with each of the presenters to listen and discuss the issues they brought up. I really liked this part, because it helped to clarify things in my mind. We then had time to work on the lesson our group would present to the kids on Saturday. That evening we worked with the kids for another couple of hours until our 9:30 free time. The remainder of the week went pretty much the same way with the exception of the evenings. We were not required to work with the kids each evening. Tuesday, Wednesday and Thursday evenings I played golf with a guy from Kentucky. The teachers also went to the local pub a few nights. By the way, Only three of us teachers were Marketing educators, the rest were mainly social studies, math and one English teacher. did all have teaching economics in common. The teachers were mainly from Ohio, but we did have people from California, Nevada, Florida, Indiana, Kentucky, Pennsylvania, Maine, Georgia and two from Poland.

Our instructors were great! Pete Litchka, Program Director, was recently from Battle Creek but had just taken a position in Atlanta, Georgia as a Curriculum Director. Leslie Bourne, Leadership Director, is a co-owner of Catalyst Individual and Corporate Development in California. Raymond (Pat) Fishe is an Economics Professor from the University

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Get the edge on your competition . . .

In the 90's, Customer Service Will Prevail. Your clients will increasingly demand personalized, effective service. They'll buy from the company that is most able to provide the service they expect. Can you provide what they want?

People Are the Key. Whether you employ hundreds or only a single associate, your people are your business. Every single business transaction depends on the skills of your associates. A strong, marketing-oriented staff virtually ensures your competitive position in the marketplace.

Partnerships Are the Answer. You need solid, substantive training for you and your associates — training that will help your company meet the marketing and customer service needs of a changing environment. Partnerships with your local high schools and community/technical college provide a cost-effective way to ensure the quality of your staff. We can help.

Marketing Education

Skills that last a LIFETIME!

Get the edge on your competition . . .

Marketing and customer satisfaction are central to every organization's decision-making process, and ultimately, to its continuing success.

Marketing Education for employees, in particular for top performers marked for future management slots, can give you a real edge on the competition — here, around town, or around the globe.

Get more information:

Name: _____

Company: _____

Address: _____

_____

Phone: _____

Return this coupon
(or come and talk with):

Do it today!

© 1991, Marketing Education Association, Columbus, OH

Marketing Education:

Your edge on the competition . . .

Across town . . .

Around the Globe

Marketing Education

Marketing Education — Nationwide!

Throughout America, there are literally thousands of students enrolled in a variety of marketing education programs that focus on **applied, operations-oriented marketing and customer service**. Many of them are employed by your competitors. Their programs of study are not theoretical; they are practical, hands-on, and focused on the real world. Students are learning to understand the meaning of customer service and to recognize the role of marketing in a successful business.

Marketing Education is offered in more than 8,000 high schools across the nation and in virtually every community and technical college in all 50 states. Marketing education programs are accessible to nearly any business. And, they're good for business. Just ask your competition.

Marketing Education provides real opportunities. And because most programs are based in public schools and colleges, the price is right. Your options range from free access to students and graduates to inexpensive classes and programs for your employees. **Don't miss these opportunities. Take a minute today to make the contact! We can't help until you call.**

Your Company Can Profit From Their Experiences...

Marketing Education helps people expand their horizons in ways that can directly benefit your organization — inside or outside the marketing function. Through Marketing Education, your employees can:

- Gain a thorough understanding of marketing, customer service, and their practical, day-to-day application in business.
- Round out their business awareness through exposure to other companies and industries.
- Cultivate fresh viewpoints inspired by an open exchange of ideas and experiences.
- Gain knowledge and experience in areas beyond day-to-day assignments.
- Develop leadership abilities through participation in activities and projects with other students.
- Master the decision-making process, and learn how to apply it every day.
- Acquire better people skills through interaction and dialogue.
- Learn to understand and appreciate different backgrounds and opinions.
- Develop poise and self-confidence; learn to better handle business and professional social settings.

Look to the 90's... and Beyond

There are many ways to get involved with Marketing Education. None are expensive. All give you the start for a competitive edge. Take a minute to call. Learn more about these and other options:

- Specialized classes that may be available to your present employees.
- Training programs available in your facility for all or selected members of your staff. All planned and conducted by experienced marketing educators.
- Internships and other cooperative work experience arrangements that give you access to marketing students while they're still in school.
- Graduates who have contemporary marketing and customer relations skills and who are now ready to demonstrate their personal effectiveness.
- Consulting with professional marketing educators who understand marketing and customer service — in your city and throughout the nation.
- Access to a pool of talented young people who are just beginning to explore their options in the business community.
- Access to a pool of potential employees planning their return to the work force after raising families, changing careers, or returning from an early retirement. People who bring a wealth of life experiences invaluable to your company's plans.

"Eac I have returned home (from Conclave), I have new ideas to improve my teaching and my entire marketing program. I feel Conclave has contributed to early success in my teaching career as well as provided me with a networking support system. . ."

"Next year, Conclave is in Dallas. I would like to personally invite educators to come and renew themselves and their programs by joining us in Dallas. Whether you are a new educator or experienced, Conclave WILL improve you, your program, and ultimately, your students."

Malin LaPlace
Texas

"This was my first Conclave as a marketing instructor. I wish I would have gone to previous ones. The sessions, speakers, and socials were excellent. I plan to attend the Dallas Conclave in 1998."

Bob Reinhardt
Oregon

"To me, Conclave is as an 'unexpected' rain would be in a desert. By the end of the school year, I am a little dry, and it is so refreshing to receive a warm shower of knowledge, information, ideas, techniques, and, of course, the most wonderful socialization opportunities anywhere."

Christine Kinzer
Washington

Tell me more

Name: _____

Address: _____

City: _____

State: _____ Zip _____

Phone: _____

FAX: _____

Mail or fax to:

MarkED
PO Box 12279
Columbus, OH 43212

FAX: 614-486-1819

Knowledge
Networking
Nightlife

Get it All in
DALLAS!

1998
Conclave

1998 Conclave

11 A.M., Friday, June 26–11 A.M., Sunday, June 28

The Grand Kempinski Hotel
Dallas, Texas

Knowledge

- In-depth, inexpensive mini-workshops beginning Thursday, June 25
- 30+ presentations on today's hot marketing and education topics
- Special tours!
- Presenters from **major** Dallas corporations such as:

  The Seven-Up Company
  JCPenney
  Mary Kay Cosmetics
  American Airlines
  Southwest Airlines
  Dell Computers
  Pier One Imports

Networking

- Stimulating discussion
- Welcome receptions
- Texas-size party!
- Awards reception
- FUN tours!

Nightlife (and Daylife!)

- Restaurants, restaurants, and more restaurants!
- Fabulous shopping nearby
- West End District (downtown)
- Sixth Floor Exhibit (JFK, Jr. memorial)
- Performing Arts
- Golf

Nice Prices

Basic Conference Registration:
$199 early-bird, by March 31, 1998

Special hotel rates:
$109 single/$149 double

Make hotel reservations direct:
Call The Grand Kempinski Hotel
(972) 386-6000
Tell them you're with Conclave to get the good rates!

Watch for complete conference details and registration form in the winter *Perspectives* magazine!

an MEA

Action Brief

Public Relations Planning

FOREWORD

This booklet contains copies of eight public relation promotional plans which you may use in your school to further promote marketing education within your district. We are indebted to the New Jersey Marketing Education Association and its state staff* for making their materials available.

Marketing education teachers developed the initial public relation plans at their 1990 summer conclave. After the conference, the New Jersey Directions '90 Action Team edited and revised the plans to make them more understandable and easy to use on the local level.

Use these plans as part of a total public relations campaign and try to address as many individual target publics as you feel necessary at your local level. It will be this total effort that will eventually help achieve your local public relation goals.

A good PR program may take several years to fully implement and properly evaluate. We must make a constant and continuous effort to implement plans such as these throughout the nation. In some schools, it may be to your advantage to solicit the help of other clubs and/or department members to assist in the delivery of your messages.

As marketing teachers, we should take an active part and be involved in the total school activities program. We can assist other groups within our school and, at the same time, show the school district how valuable marketing education really is.

* Special thanks to: Joseph S. Giambri, 1990-91 President, NJAMETC; Chuck Coligan, New Jersey Department of Education; and Bill Lupini, New Jersey Department of Education

TARGET PUBLIC: School Board Member

PR Goal:
Change attitude of school board members.

Primary Message:
Importance of Marketing Education to all students—college bound, as well as career oriented

Supporting Messages:
Practical work experience
"2 & 2" programs
Advanced placement
Additional requirements are affecting Marketing Education negatively

Objectives:
To increase enrollment in Marketing Education
To create/maintain good rapport with school board members
To solicit support of school board members

Means/Process:
Ask the Superintendent for permission to speak at school board meetings.
Have students, parents, employers and former students give presentations at meetings.
Create videotape presentations (using cooperative education training stations, etc.).
Have students "shadow" a school board member for a day.
Invite school board members to Marketing Education functions (banquets, DECA activities, etc.).
Show advantage of participation:
To the employer — Locally trained students, input into the curriculum
To the student — Motivational, practical skills that last a lifetime, sense of self-esteem

Media:
Personal contact with school board members

Evaluation Criteria:
Increased enrollment in Marketing Education

TARGET PUBLIC: All school administrators (consisting of Superintendent, Principal, Vice Principals, Supervisors/Department Supervisors)

PR Goal:
Create attitude among school administrators.
Change attitude of school administrators.

Primary Message:
The Marketing Education program creates successes for students.

Supporting Messages:
The Marketing Education program adds value to the total school educational offering.

Objectives:
To increase enrollment in Marketing Education
To create/maintain good rapport with school administrators
To solicit support of school administrators

Means/Process:
Provide administrators with surveys/summaries of program/student successes.
Conduct presentation of student successes for administrators (using students/graduates).
Ask for support from administration through such items as payment of dues for VSO, approval to attend conferences, etc.
Use displays, reports, surveys, closing recognition banquets, fund raisers, DECA competitive successes, list of placements, wages earned, etc.
Have administrators attend Marketing Education activities (banquets, DECA activities, etc.).
Volunteer for school committees (discipline committee, scholarship committee, etc.).
Become involved in the total school program.

Media:
Reports
Presentations

Evaluation Criteria:
Identify increase in administration participation in ME activities.
Identify increase in positive feedback from administration by such items as inquiries about program/activities and positive "PA" announcements, etc.
Support to attend conferences (financial and approvals)
Decrease in treatment as "2nd class" teacher or program

Additional Notes:
Marketing program should be seen as "value added" to school district.
Marketing program should be viewed as "showcase" or premier offering in district.
Marketing program should be considered as program of choice.
Marketing program offers essential life skills — "marketing for a lifetime."

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TARGET PUBLIC: All high school teachers

PR Goal:
- Create attitude among high school teachers.
- Change attitude of high school teachers.

Primary Message:
- What the Marketing Education program is all about

Supporting Messages:
- What Marketing Education teacher-coordinators do
- What the Marketing Education curriculum includes
- How Marketing Education students benefit from the program

Objectives:
- To increase enrollment in Marketing Education
- To create/maintain good rapport with high school teachers
- To solicit support of high school teachers

Means/Process:
- Get teachers involved in Marketing Education functions (DECA activities, etc).
- Have teachers participate in interviewing Marketing Education students in job interview simulations.
- Have teachers participate in working with DECA projects (such as manuals and CBCE preparation).
- Go into other teachers' classes to teach (resumé writing for English classes, etc.).
- Help other programs/teachers promote their interests (book sale, cholesterol screening, etc.).

Media:
- Direct solicitation of teachers by Marketing Education teacher-coordinators through personal contact
- Send memos to all teachers to solicit assistance with projects.

Evaluation Criteria:
- Written survey/test of teachers' knowledge of Marketing Education
- Informal conversations with teachers
- Number of teachers who volunteer to help with marketing projects

TARGET PUBLIC: Parents

PR Goal:
- Create attitude among parents.
- Change attitude of parents.

Primary Message:
- How students will benefit from the Marketing Education program

Supporting Messages:
- What the Marketing Education program involves
- Curriculum — what we teach in Marketing Education

Objectives:
- To increase enrollment in Marketing Education
- To create/maintain good rapport with parents
- To solicit support of parents

Means/Process:
- Getting parental involvement in the Marketing Education program (booster club)
- Presentation to parent/teacher association
- Having parents get involved in chaperoning Marketing Education events (DECA activities, etc.)

Media:
- Personal contact with parents
- Sending letters home
- Phone calls

Evaluation Criteria:
- Degree of growth of the Marketing Education program
- Survey of Marketing Education students and parents
- Degree of parental involvement in Marketing Education activities

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TARGET PUBLIC: Marketing Education students

PR Goal:
- Create an attitude among students.
- Maintain an attitude among students.

Primary Message:
- How students will benefit from the Marketing Education program

Supporting Messages:
- Skills that last a lifetime and that apply to many careers
- Marketing Education provides students with a "competitive edge."
- Marketing Education provides students with skills beyond entry-level.

Objectives:
- To develop advocates of Marketing Education

Means/Process:
- Provide worthwhile educational experiences, such as school store, DECA, classroom curriculum, work experience opportunities.
- Provide up-to-date curriculum that reaches "targeted students."
- Provide role models for students.
- Provide additional course offerings for students.

Media:
- Display student achievements ("student of the week," etc.).
- PA announcements of student/program achievements
- Newspaper (especially school paper)
- Provide proper classroom atmosphere (pictures of famous entrepreneurs, displays of student work, etc.).

Evaluation Criteria:
- Retention of students in Marketing Education program
- Influence of Marketing Education students on students entering program

TARGET PUBLIC: Key business leaders

PR Goal:
- Create attitude among key business leaders.

Primary Message:
- To demonstrate the benefits of Marketing Education to business/industry

Supporting Messages:
- To demonstrate to key business leaders that marketing education has a curriculum that deals with business/industry
- Explain/show those aspects of the curriculum that directly support the activities at the store level.

Objectives:
- To increase enrollment in Marketing Education
- To create/maintain good rapport with key business leaders
- To solicit support of key business leaders
- To increase employment opportunities for Marketing Education students

Means/Process:
- Provide customized training opportunities for business/industry.
- Invite key business leaders to the school to observe
- Encourage key business leaders to provide teacher tours to the stores, along with in-service activities.
- Join local business organizations (Rotary, Chamber of Commerce, etc.).
- Assist in community promotions (local town "days," flea markets, etc.).
- Share the Marketing Education competency based curriculum.
- Help key business leaders make a positive commitment to participate in DECA activities.

Media:
- Personal contact
- Student contact

Evaluation Criteria:
- How many students are hired
- Establishment of a positive relationship with key business leaders
- Is there a plan in place for the next year that allows for more growth?

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TARGET PUBLIC: All high school students

PR Goal:
- Change attitude of students.
- Create an attitude among students.

Primary Message:
- Marketing Education will benefit students during/after high school, no matter what their chosen career, with skills that last a lifetime.

Supporting Messages:
- Basic positive awareness — no matter what the students' future goals
- Marketing keeps you abreast of changes in the job market as it reinforces the basic skills needed to work in today's marketplace.
- Trying to overcome poor communication of the past (may be caused by our own perceptions)
- The future dollar value of enrolling in the Marketing Education program
- Marketing Education uses a combination of classroom instruction, cooperative education, and DECA.

Objectives:
- To increase enrollment in Marketing Education
- To create/maintain good rapport with high school students

Means/Process:
- Presentations to other classes
- Make all students aware of your program by word-of-mouth, DECA activities, fashion shows, t-shirt, sweatshirt programs (marketing our program).

Media:
- Bulletin boards
- Videotapes of important activities
- School-wide contests
- Community activities
- Students
- Flyers
- Personal contact
- Displays
- Newsletters

Evaluation Criteria:
- Monitor performance with surveys.
- Monitor student enrollment.

TARGET PUBLIC: Guidance Department

PR Goal:
- Change attitude of guidance counselors.
- Create attitude among guidance counselors.

Primary Message:
- What is Marketing Education, and how does it benefit students?

Supporting Messages:
- How the Marketing Education program works
- Marketing Education is a good program for the college bound student.
- Marketing Education programs possess academic credibility and positive value for all students.
- Send us students!!
- Identify sequences of marketing courses.
- Integration of cooperative education and classroom activities.
- Importance of student selection.
- Marketing Education is not to be used as a "dumping ground."
- A large percentage of Marketing Education students go on to college or further education.
- Marketing Education students are employed at better salaries and in better than "entry level" positions.
- Program benefits to college bound, as well as non-college bound students

Means/Process:
- Yearly presentation by marketing education coordinator to guidance department before scheduling begins
- To have Head of Guidance become member of the Marketing Education Advisory Committee
- Have guidance counselors come to Marketing Education functions (employer-employee banquet, DECA activities, etc.).
- Have successful students talk to guidance staff.
- Use teachers and guidance counselors as models in fashion shows.
- Take guidance counselors to cooperative education stations of their students.
- Have other staff members who are "high" on program, supportive employers, and parents contact guidance counselors.

Media:
- Face-to-face presentation
- Correspondence

Evaluation Criteria:
- Increase in Marketing Education enrollment
- Improved screening of marketing students
- Student follow-up

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AN ARTICULATION AGREEMENT

BETWEEN

KALAMAZOO VALLEY CONSORTIUM

EDUCATION FOR EMPLOYMENT

AND

KALAMAZOO VALLEY COMMUNITY COLLEGE

MAY 1994

INFORMATION ONLY

INTRODUCTION

This agreement is a renewal and modification of the first secondary-post secondary Articulation Agreement of 1985 between the nine Kalamazoo County public school districts and Kalamazoo Valley Community College. That first agreement covered only the business and office careers programs; the new agreement also includes technical programs. Over the past three years, committees, comprised of high school teachers and KVCC instructors, compared and coordinated high school and college curricula and certified course by course equivalency.

Under this agreement, Kalamazoo Valley Community College will grant credit to students who receive a final grade of B or above in an approved KVC/EFE high school course or courses.

To take advantage of this articulation opportunity a high school student need only complete and submit a KVCC application and transcript request form.

Occupational areas covered under this agreement include:

- Accounting
- Computer Information Systems
- Drafting
- Machine Tool
- Marketing
- Office Information Systems
- Welding
- Theater Tech.
- Law Enforcement
- Hospitality Careers
- Health Occupations
- Auto Mechanics
- Electronics

In order to ensure the ongoing vitality and validity of the agreement, KVC/EFE high school teachers and KVCC instructors will be appointed to an occupational area committee by the EFE Articulation Administrator. The EFE Articulation Administrator will act as chairperson and call meetings as needed. Every attempt will be made to include the appropriate vocational education instructors from each KVC high school and KVCC.

The committees will review any changes in curricula and exit competencies that affect the articulated courses and recommend to the EFE Articulation Administrator any modifications necessary to the list of articulated courses.

Included in this document are the Articles of Agreement and the list of articulated courses.

INFORMATION ONLY

Articles of Articulation Agreement

1. A high school student who successfully completes an approved high school course with a final grade of B or above is eligible to receive credit for the equivalent KVCC course.
2. The student must complete a KVCC application form and submit it to the KVCC Admissions Office.
3. The student must complete a transcript request form and submit it to his or her high school office, for realease of CA-60 transcript.
4. The high school's administrator will forward the student's completed transcript to the KVCC Registrar's Office.
5. The KVCC's Articulation Administrator will provide an approved list of KVC/EFE high school course titles and their KVCC equivalent to the KVCC Registrar's Office.
6. The KVCC Registrar's office will notify the high school student of their transcript status.
7. When a student enrolls in a program at KVCC, equivalency credits for articulated courses will become part of the total number of credits required for program completion and will appear on the Kalamazoo Valley Community College transcript
8. No limit on the number of articulation credits will be set; however, the number of KVCC credits granted to any one student will depend on the articulation agreement and the student's chosen program of study. A KVCC counselor will advise students as to the number of credits earned for articulated courses
9. No time limit is imposed on a student to receive KVCC credit. Students are encouraged to enroll at KVCC within one or two years of high school graduation. Because student skills could diminish after a period of time, students who enroll more than two years after high school graduation may be encouraged to repeat certain courses
10. KVCC tuition for articulated courses will be waived. No additional fees will be charged
11. Review of the agreement will be completed yearly by Articulation Administrators. The KVCC Articulation Administrator will convene meetings of the Occupational Education committees at least every two years. The Occupational Education Articulation committee(s) will periodically review each articulated course and recommend necessary changes to the approved list to the KVCC Articulation Administrator.
12. Articulated credit may be granted from the following list of courses. Additional courses may be added to this list with the certification of the appropriate articulation committee and approval of the KVCC's Articulation Administrator.

INFORMATION ONLY

KALAMAZOO VALLEY CONSORTIUM/EDUCATION FOR EMPLOYMENT
1994-1995
ARTICULATED COURSES

HIGH SCHOOL: KALAMAZOO

SKILL AREA	TRANSCRIPT TITLE	KVCC COURSE	CREDITS
Accounting	Accounting Comp Block	OIS 100 ACC 100	1 3
Automotive	Auto Mechanic TD	AUT 110	2
Drafting	Technical Drafting	DRT 100 DRT 105	3 2
Electronics	Electronics	ELE 101 ELE 115	4 3
Office Inf. Sys.	BST Block	OIS 105 OIS 110	3 1
Law Enforcement	Law Enforcement	LEN 101 LEN 111	3 3
Marketing	Marketing Education	BUS 105	3
Welding	Welding	WLD 120	3

HIGH SCHOOL: PORTAGE

SKILL AREA	TRANSCRIPT TITLE	KVCC COURSE	CREDITS
Accounting	Business Information Tech.	OIS 100 ACC 100	1 3
Automotive	Auto Mechanics	AUT 110	2
Drafting	Mechanical Drawing	DRT 100 DRT 105	3 2
Electronics	Electro-Mechanical Tech.	ELE 101 ELE 115	4 3
Office Inf. Sys.	Office Serv. 1-2	OIS 105 OIS 110	3 1
Law Enforcement	Law Enforcement	LEN 101 LEN 111	3 3
Machine Tool	Manufacturing	MEC 103	4
Marketing	Marketing 1-2	BUS 105	3
Welding	Welding Tech.	WLD 120	3

INFORMATION ONLY

KALAMAZOO VALLEY INTERMEDIATE SCHOOL DISTRICT AND DAVENPORT COLLEGE - KALAMAZOO BRANCH ARTICULATION AGREEMENT

1. Kalamazoo Valley Intermediate School District students will be eligible for this program if they have a final grade of "B" or higher and an average of 3.0 on their program task sheet. Students in Business Data Processing will need a final grade of B or higher and an average of 4.0.

2. Students must complete a Davenport College - Kalamazoo Branch application form and give that to the college's Admissions Office.

3. The student must request that the task sheet(s) or certificate(s) are to be mailed to the appropriate Division Chair at the college from the school.

   - **Accounting** — *Carol Mallinson*
     Administrative Services & Health Occupations — *Cynthia Copney*
     Business Management/Marketing & Hospitality Careers — *Carol Wiegand*
     Computer Information Systems — *Michael Nicholas*

4. The Division Chair will evaluate the task sheet(s) or certificate(s) and transcript. The Division Chair will submit to the Registrar a list of approved courses on the appropriate form.

5. The student will receive a copy of the articulation evaluation in order to be aware of the number of credits granted for articulated courses.

6. Credits brought in under this agreement will be used towards the total credits needed to complete a program.

7. The total number of credits granted to a student will depend on the program that students enter into.

8. There is no time limit on the use of this agreement. We do advise students to enroll as soon as possible after graduation.

9. Davenport College - Kalamazoo Branch waives all tuition for courses under the articulation agreement.

10. Courses may be added to or deleted from this agreement if the appropriate academic officers of the college deem that necessary.

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INFORMATION ONLY

DAVENPORT COLLEGE - KALAMAZOO BRANCH
AND
KALAMAZOO VALLEY INTERMEDIATE SCHOOL DISTRICT
ARTICULATION CREDITS

SKILL AREA	DAVENPORT COURSE	COURSE NAME	CREDIT
Accounting	ACC 201	Principles of Accounting I	4.5
Secretarial	ADS 121	Keyboarding I	2.25
	ADS 122	Keyboarding II	2.25
	ADS 141	Word Processing I	4.5
Data Processing	CIS 101	Computer and Information Processing	4.5
	CIS 151	Electronic Spreadsheet	2.25
	CIS 153	Database Management Systems	2.25
	CIS 156	Data Entry	2.25
Health Occupations	MED 101	Medical Terminology I	4.5
Marketing	MGT 141	Introduction to Business	4.5
	MKT 301	Principles of Marketing	4.5
	MKT 305	Principles of Retailing	4.5
Hospitality Careers	MKT 302	Professional Selling	4.5
	TRV 153	Reservations/Ticketing	4.5
	TRV 157	Sales and Marketing/Tourism	4.5
	TRV 252	SABRE	4.5

INFORMATION ONLY

KALAMAZOO CENTRAL/LOY NORRIX HIGH SCHOOLS
KALAMAZOO VALLEY COMMUNITY COLLEGE

TECH PREP 4 + 2 ASSOCIATE DEGREE PROGRAM

MARKETING

This program guide specifies the required and recommended courses to complete the high school graduation requirements and provide the best technical preparation for the Associate Degree program. Students may exceed or differ from the recommended electives with counselor approval.

FOUR YEARS OF HIGH SCHOOL			
GRADE 9	GRADE 10	GRADE 11	GRADE 12
Required Courses	**Required Courses**	**Required Courses**	**Required Courses**
ENGLISH 1 & 2	ENGLISH ELECTIVE	ENGLISH ELECTIVE	ENGLISH ELECTIVE
MATH Algebra 1A & 1B	MATH Algebra 2A & 2B	U.S. HISTORY	GOV'T/SOC. ST. ELECT.
WORLD HISTORY 1 & 2	SCIENCE _____	SCIENCE _____	Marketing Ed. 3 & 4 OR
	PHYS. ED/HEALTH & SAFETY	Marketing Ed. 1 & 2 OR	**Hospitality
		**Hospitality	
Recommended Courses	**Recommended Courses**	**Recommended Courses**	**Recommended Courses**
Keyboarding	Intro. to Business 1 & 2	Structured Programming	Structured Programming
Intro. to Business 1 & 2	Cler. Record Keep. 1 & 2	Secr. & Related Block 1&2	Secr. & Related Block 1&2
Tech. Ed. Elective	Computer Applications	Bus. Data Proc. Block 1&2	Bus. Data Proc. Block 1&2
	Tech. Ed. Elective	Applied Geometry	Algebra 3 & 4
			Co-op

TWO YEARS COMMUNITY COLLEGE			
FRESHMAN		SOPHOMORE	
	SEMESTER 1		**SEMESTER 1**
BUS 101	Business Principles & Practice	BUS 201	Business Law I
BUS 102	Math for Business and Industry	BUS 206	Advertising & Public Relations
BUS 105	Management Marketing Firms	BUS 208	Salesmanship & Sales Mgmt.
ENG 110	College Writing 1	BUS 216	Introduction to Business Statistics
WPE Elective		ECO 201	Intermediate Accounting
PSI Elective			**SEMESTER 2**
	SEMESTER 2	BUS 215 or 271-I	Marketing Game/Internship
ACC 101	Principles of Accounting 1	BUS 263	Mgmt Principles & Practices
BUS 103	Business Computer Applications	BUS 268	Advanced Marketing Problems
BUS 207	Human Relations	ECO 202	Microeconomics
BUS 209	Retail Management	PSY 150	Introductory Psychology
ENG 112	Business Communication		

*ARTICULATED COLLEGE CREDIT COURSES

High School Course Title	Taken At	KVCC Course Equivalent	KVCC Credits
Acctg & Comp. Block 1 & 2	K.C.H.S. & L.N.H.S.	SEC 107 & ACC 100	4
Bus. Data Proc. Block 1 & 2	Kal. Central H.S.	SEC 107 & BUS 103	4
Secre. & Related Block 1 & 2	K.C.H.S. & L.N.H.S.	SEC 103 & 140	6
Marketing Education	K.C.H.S. & L.N.H.S.	BUS 105	3

*Articulated Courses must be passed with a grade of B or better
**Available at EFE Consortium Site
NOTE: There are five (5) different marketing options available at KVCC.

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INFORMATION ONLY

Kalamazoo Valley Community College
6767 West O Avenue
Kalamazoo, Michigan 49009
(616) 372-5000

ARTICULATION TRANSCRIPT REQUEST

Student Name: _____ _____ _____
Last First Middle

Student Address: _____

_____ _____ _____
City State Zip

Social Security Number: _____

High School: _____

_____ _____
Student Signature Date

Please send a copy of my high school transcript showing successful completion of the following articulate course(s):

_____

_____

_____

Please attach a copy of this request to the high school record and send it to:

Registrar's Office
Kalamazoo Valley Community College
6767 West O Avenue
Kalamazoo, MI 49009

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CTE

Career and Technical Education

ADVISORY COMMITTEES

11/97 Draft

Why Advisory Committees?

It is an accepted premise that successful CTE programs are the result of cooperative efforts by business, industry, labor, and education. The advisory committee provides the organization and assistance needed for cooperative planning essential for effective CTE.

All State-approved CTE programs are required to make use of an occupational advisory committee composed primarily of persons from business, industry, and labor knowledgeable in that specialized occupational area. Advisory committees can help provide assistance in the development, promotion, operation, evaluation and maintenance of CTE programs. Advisory committees may be established to serve an occupational program or closely related cluster of programs on a building, district, multidistrict, or CEPD arrangement. Local conditions will dictate the most effective and efficient structure to establish.

Role of an Advisory Committee

a) The advisory committee in CTE is to serve as a guide for those who are charged with the responsibility of developing and maintaining quality education programs.

b) The committee is also a source of information to assist career and technical educators in updating and ordering equipment necessary to operate a successful program.

c) The advisory committee also provides the linkage between business, industry, labor, and education to enable CTE to keep pace with the changing employment supply and demand requirements.

d) The committee is also a reliable source of competency testing of students.

A CTE program cannot exist in a vacuum apart from the community which is served. It must be closely related to its community and offer CTE curricula which fulfills the needs of the business and industry community. To do otherwise is not only a disservice to students, but also an abandonment of the CTE philosophy. CTE must look to advisory committees, representatives from business, industry, and labor for assistance in providing CTE programs that are attuned to the times and designed to serve the respective community's needs.

Organization of an Advisory Committee

Since we are interested in maintaining high quality CTE programs, considerable care is taken in the selection of advisory committee members. The success of an advisory committee depends upon the willingness and ability of its members to contribute both their time and talent.

Member Selection

The following criteria must be considered for the selection of individuals to serve on an advisory committee:

A. EXPERIENCE. Members must have had successful first-hand experience in the special CTE area being served. They are the persons who have the respect and confidence of their associates.

B. WILLING TO GIVE OF THEIR TIME. Members appointed must have expressed a willingness to participate which involves the giving of their time.

C. CHARACTER. Most members are recommended to serve by their colleagues. They are described as exhibiting a strong sense of responsibility and civic-mindedness.

Membership Terms

Advisory committee members are appointed by the local Board of Education/trustees to serve three-year terms*. Members may be re-appointed at the end of their three-year term. Committee member replacement will be recommended by the instructor, advisory committee, CTE administrator, and the local school principal (where necessary) when:

a) a member fails to express interest in continuing to serve on the committee.

b) a member finds it necessary to resign.

c) a member's schedule does not permit committee meeting attendance.

Number of Members

The number of members on the advisory committee should be six. The six members should be made of as follows:

1. Four from industry (including labor).
2. One from education.
3. One other.

Others may be added in an ex-officio capacity as necessary. The committee should have a broad representation from the business, industrial, educational, and labor communities. It is important that the size be such that it will permit informal, constructive discussion.

---

* 2 members serve three-year terms.
2 members serve two-year terms.
2 members serve one-year terms.

Sub-Committees

Sub-committees may be established by the advisory committee as needed to address specific questions or issues. A sub-committee may consist of advisory committee members, citizens serving on an ad hoc basis, CTE staff, or students. All sub-committees shall be responsible to and report to the full advisory committee.

Functions of an Advisory Committee

Although the individual boards of education are ultimately responsible for all decisions in regard to the CTE programs, the advisory committees assist in the decision-making process by, as the name implies, giving advice.

The general functions of the advisory committee are:

a) to provide a communication link between the CTE program and the community.

b) to speak on behalf of employers and employees from specific CTE areas.

c) to promote and assist in maintaining quality CTE programs.

d) to assist in disseminating program information.

e) to assist in providing work experiences in placement and follow-up.

f) to serve as a resource for organizing visiting speakers, field trips, etc.

g) to assist in the development of annual and long-range program planning.

h) to assist in equipment purchases.

i) to assist in competency testing.

j) to assist in program reviews.

Annual Report

A specific requirement of the advisory committee is to prepare an Annual Report summarizing the program status. The report, although not limited to, shall address the questions posed on the *Advisory Committee Annual Report* to be submitted to the administration on or before June 1 of each year.

Operation of an Advisory Committee

A lay member of the committee shall serve as Chairperson while the CTE instructor shall serve as executive secretary. The operation of the committee shall be informal rather than on a formal parliamentary procedural basis. Duties of the Chairperson and CTE instructor are as follows:

Committee Chairperson Responsibilities

1. In cooperation with the CTE instructor, set the meeting schedule and prepare agenda items.
2. Conduct the advisory committee meeting.
3. Assist the CTE instructor in preparation of an annual report.

CTE Instructor Responsibilities

1. Prepare, in cooperation with the Chairperson, agendas and meeting notices and submit to the CTE administrator (and building principal) two weeks prior to the meeting.
2. Take minutes at all scheduled meetings.
3. Prepare minutes and have them typed and distributed to all members within one week after the meeting.
4. Prepare, in cooperation with the Chairperson and other advisory committee members, an annual report.

Meeting Schedule

At least four meetings shall be held per academic year (two per semester), while additional meetings will be determined on the basis of business to be conducted. The meeting shall be held at a suitable site and shall be scheduled at a time most convenient for the membership. It is recommended that each meeting be limited to two hours.

11/97 Draft

advicomm

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in nay program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education

8/97

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